



## **CAREERS EDUCATION AND GUIDANCE POLICY**

### **1 INTRODUCTION**

Careers Information Advice and guidance (IAG) forms an essential part of the curriculum for all students from Years 7-13. The programme is integrated into the active tutorial work delivered by the tutors, supported by the Pastoral Team Leaders and the work of the Careers Guidance Service. The cross-curricular aspects of IAG are mapped by the Careers Co-ordinator to ensure a whole school approach. The subject endeavours to help prepare students for the opportunities, challenges and responsibilities of adult and working life, and consequently making a vital contribution to our general school aims.

The Academy believes that all students should be entitled to experience the world of work at least once at first hand during the later years of compulsory education. The delivery of careers in our school is both formal and informal and permeates the whole Curriculum.

### **2 GENERAL AIMS**

- (i) To develop positive attitudes and values in the students and thereby enhance their personal and social development;
- (ii) To enhance the partnership between the Academy, the parents and the local community;
- (iii) To develop a curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension;
- (iv) To deliver the cross-curricular themes by a variety of teaching/learning styles and to provide a motivating context and which an holistic and relevant approach to learning will reinforce and generalise concepts, skills and attitudes across the curriculum.

### **3 SPECIFIC AIMS**

- (i) To develop in students and parents:
  - (a) a growing awareness of the large variety of possible education, training and careers opportunities available today;
  - (b) an awareness of the need to be flexible as two or more careers will become even more common place.
- (ii) To develop in students and parents an awareness of the requirements, both academic and experiential, for certain careers and further education. This can lead to students setting targets and developing a purpose to their studies.
- (iii) All students should have the opportunity to participate in at least one Work Experience Placement within their last few years of compulsory education. The Work Experience Placement should last between 1-2 weeks.
- (iv) To develop in students a realisation of their own potential and realistic prospects.
- (v) To develop in students a broad skills base for future career success and flexibility, i.e.
  - (a) good reasoning skills to make informed decisions and opinions;
  - (b) good literacy skills necessary to complete application forms and to send letters;
  - (c) good discussion skills to facilitate good interview techniques in later life. This is achieved by encouraging constructive discussion, of all types, in the classroom;
  - (d) the Work Experience Placement can help students develop self-awareness, self-confidence and the ability to work with others.
- (vi) To develop both the quality and quantity of links between the Academy and local business.

## BRANSTON COMMUNITY ACADEMY

(vii) To contribute to the Active Tutorial Programme resources.

### 4 ENTITLEMENT

- 1 We believe that all students should be entitled to guidance and support to make sound career decisions. The core components of the student entitlement are:
- (a) Access to individual guidance dialogues with tutors and careers advisors
  - (b) A programme of careers education.
  - (c) Work experience and work related activities.
  - (d) Open access to a well stocked careers resource centre.
  - (e) Tutor and Careers Advisor support to negotiate a career plan where relevant and necessary.

All students are aware of their entitlements through individual information leaflets and notices around the Academy.

### 5 IMPLEMENTATION

These objectives relate directly to the aims of Careers education and are intended to show how the aims are actually put into practice.

#### I INFORMAL ACTIVITIES

Careers education is as much a part of every day life as any other aspect of human development. The Careers Department can exploit this in discussion with the students in order to emphasise the relevance of the activities.

- (a) Careers identified by students within the Academy.  
Teacher, Caretaker, Support staff, Kitchen staff, Gardening staff, ICT Technician, Hairdresser etc.
- (b) Careers identified by students from the schemes of work  
Scientists, Artists, Sportspeople, Vets, Doctors, Dancers, Composers etc.
- (c) Careers identified by students from visitors to the Academy and visits out of Academy.  
Nurse, Doctor, Dentist, Armed Forces, Police Officer, Fire Officer, Postal Officer, Coach Driver etc.
- (d) Careers identified by students from their family and friends  
Too many to mention, but these can be integrated into Active Tutorial Work when the family is discussed.

#### II FORMAL ACTIVITIES

- (a) Various forms of experiencing a work place:
  - ◆ formal work experience;
  - ◆ work observation;
  - ◆ work based projects;
  - ◆ visits to local and national businesses;
  - ◆ work placements with teachers.
- (b) Careers Preparation Day: involvement of outside speakers and businesses in integrated programme developing student skills and awareness of work experience and careers-related issues, e.g. what employers look for in an employee, Health and Safety in the workplace and Awareness of the local labour market. Employers used include: Siemens, Branston with FACE, LCC Care Sector, Thomas Cook, Lincolnshire Co-op Ltd, Lincolnshire Police, RAF, Streets, Bishop Grosseteste University, Lincoln College with PK Motors.

## BRANSTON COMMUNITY ACADEMY

- (b) Opportunities for students to become involved in an enterprise scheme, where they can experience the different personnel roles within a business (Young Enterprise Year 12).
  - (c) Visits to schools of further and higher education are arranged for students.
  - (d) Structured skills based activities that take place during the active tutorial programme. Students develop the skills that are needed for when looking for and applying for a job or Academy course.  
The activities cover issues such as:  
Making written or 'phone enquiries,  
Completing application forms,  
Writing a personal profile and a CV,  
Participating in an interview.
  - (e) Year 8 'Real Game Day' gives students an opportunity to explore various career paths, the message "the more qualifications gained the better the job you can get" is emphasised.
  - (f) Learn to Earn – Year 9 Careers Day
- III The IAG programme is delivered through the active tutorial work combined with individual discussions with personal tutors and Careers Advisers. Aspects of the IAG programme are also delivered through individual National Curriculum subjects where such links are considered to be beneficial, relevant and appropriate. Taught elements of the programme are co-ordinated by the Pastoral Team Leaders and the Careers Co-ordinator.
- IV The Academy has strong relations with the Careers Guidance Service who are fully integrated into the careers Information Advice and Guidance programme providing regular opportunities for impartial individual interviews and group discussions, and participating in team planning and review meetings in accordance with the Service level agreement with the Academy.
- V Every effort is made to ensure that all options are presented in an open, even handed and fair way, and support given to the students to help them make considered choices about careers, training and educational opportunities available to them. All careers information is checked to ensure that as far as possible it is objective, impartial and free of bias.
- VI The importance of parental support in shaping the career and education choices of young people is recognised and therefore they are invited to attend guidance meetings and have access to the careers advisors at parents meeting from Year 9 to Year 13.
- VII Annual review meetings take place between the Pastoral Team Leaders, Careers Co-ordinator and members of the year tutor teams to ensure progression and continuity, and to enable student learning experiences and achievements to be built upon. Students are encouraged to participate in this process through tutorial discussion and individual reviews.
- VIII All staff involved in career work receive induction and are given support by the careers co-ordinator and Careers Guidance Service. They are encouraged to participate in further training.

## 6 RESOURCES

- I The Academy has a well-stocked library containing careers, education and training literature and a full range of prospectus for opportunities post-16. There is also access to IT for a range of career based software: Kudos, **Careerscape and Kangaroo**.

## **BRANSTON COMMUNITY ACADEMY**

Students are encouraged to use the Careers Library facilities and have open access during Monday and Wednesday lunchtimes. This is advertised around the Academy by posters and in weekly notices.

Year 9 students are introduced to the resources and facilities available as part of their tutorial careers work prior to choosing their KS4 options.

Year 9 – Year13 students have the opportunity to a one-to-one interview with the Careers Guidance Service where impartial IAG is offered. Students are identified using careers questionnaires, referral system or at their/parent's request.

Impartial Careers Information and Advice is also available on Wednesday lunchtimes, as part of a drop-in session, for all year groups, by the Careers Guidance Service (careerslincolnshire@lcc)

### **7 ASSESSMENT AND EVALUATION**

- I The Careers Guidance programme will be assessed by a variety of methods. These will include evaluation of the career days and work experience.
- II The career programme is reviewed and evaluated during the summer term by the Careers co-ordinator, the Pastoral Team Leaders and the Careers Advisors.

### **8 REVIEW**

The Careers Co-ordinator will review and develop any necessary changes and amendments to policy and procedures and recommend any changes to the senior management team (AW Vice-Principal with responsibility for Careers Education) during the summer term.

## **ECONOMIC AND INDUSTRIAL UNDERSTANDING**

We aim to help students at all stages in their lives to understand the economic and industrial aspects of the world and to take on an active and constructive role in society.

More specifically it is about empowerment, relationships, rights and responsibilities. It is also about economic and industrial systems, structure and the forces of economic and industrial change.

### **1 SPECIFIC AIMS**

- I To develop the knowledge, skills and attitudes which enable students to:
  - (a) explore the economic aspects of their present lives and the organisation of production, consumption and distribution;
  - (b) develop an understanding of the economic systems and how their lives are shaped local, regional, national and international economic forces;
  - (c) exercise their rights and responsibilities and play an active role in the economy as producer consumer and citizen;
  - (d) prepare for the challenges, opportunities and experiences of the world of work and participation in industrial democracy.
- II To empower the students to:
  - (a) make balanced and informed choices and decisions with regard to economic issues, industrial relations, the use and allocation of resources, problems and events;
  - (b) critically evaluate alternative choices and decisions;
  - (c) eventually participate in democratic decision making processes at work and in the economy and society e.g. by participating in a Academy council;

## **BRANSTON COMMUNITY ACADEMY**

- (d) understand and use economic terminology;
- (e) eventually perform their future roles as producers, consumers and citizens effectively.

### **WORK EXPERIENCE POLICY**

The Academy recognises that all students are entitled to experience the world of work at first hand during the last eighteen months of compulsory education.

#### **1 AIMS**

- To help students to develop their key skills in particular:
  - Communication
  - Improving their own learning and performance
  - Working with others
  - Problem solving
  - To enable students to apply skills and to deepen knowledge and understanding of concepts learned in the classroom.
- To improve attainment by making learning more relevant.
- To promote students personal and social development.
- To develop their understanding of work, and the economic and industrial understanding.
- To broaden the range of options considered by a student on leaving Academy at 16+ or at 18+.
- To introduce students to the knowledge and skills of a particular occupational area before committing themselves to training.
- To help students make the transition from Academy to work.
- To help students to understand some of the rights, responsibilities and obligations associated with work including equal opportunities.
- 

#### **2 PRE-WORK EXPERIENCE**

Students are prepared, briefed and debriefed in Tutorial sessions. The briefing includes reference to:

- The relevance of work experience to the curriculum.
- The supervision of students during work experience by Academy staff and more importantly their line manager.
- Aspects of health and safety.
- The students responsibilities and rights with regard to equal opportunities.\*

Work experience placements::

- Students are encouraged to find their own work experience placement to allow them to exercise choice. Support is given for those students unable to find a suitable placement.
- They are considered to conform to the different aspects of equal opportunities.

## **BRANSTON COMMUNITY ACADEMY**

- Considered to conform to the requirements of the 1974 Health and Safety at Work Act. An appropriate member of the Education Business Partnership visits the business before the placement is accepted.
- Parents are informed as to the purpose of and arrangements for Work Experience. This is done by means of letter in which they are encouraged to offer help in procuring placements, followed by a further letter, Job Description and student/parent agreement outlining the terms and conditions of the placement and the agreement of such.
- There is a hardship fund available for those students on the Free School Meals register to help with transport costs.
- All necessary insurance is arranged.

### **3 DURING WORK EXPERIENCE**

Each student is visited at least once, or contacted by telephone if a visit is inappropriate.

During a visit to see a student, the supervising teacher talks to both student and line manager to assess the students progress and the suitability of the placement.

Students have a Work Experience Diary which they are expected to keep up to date. This contains useful information, which they will collect over the course of the week. They will have to use a variety of skills to access the information.

### **4 POST-WORK EXPERIENCE**

Cross curricular links with English take place where students write about their experiences.

De-briefing takes place with tutors, and students are awarded certificates accrediting them with achieving a higher or basic level according to the supervisors report – Standard/Merit/Distinction.

The suitability of the placements is reviewed and information passed on to the Lincoln Schools Work Experience Consortium.

### **5 STUDENT ENTITLEMENT**

All students will receive adequate preparation, briefing, debriefing and follow up for work experience through the tutorial programme.

The place of work experience are communicated to the students, parents and placement providers.

The preparation programme includes sessions on:

- Health and Safety
- Equal Opportunities
- Skills for Interviews
- Key Skills Awareness
- Completing Application Forms
- Writing Letters of Application
- Completing a CV
- Completing a work experience log book.

The Academy will ensure that as far as possible the student will get the placement of their choice.

Students will write contact their placement employer prior to the week of work experience.

All students take part in a debrief with their tutors and peers.

## BRANSTON COMMUNITY ACADEMY

### 6 THE WORK EXPERIENCE CO-ORDINATOR

- Will ensure that all employers have completed a Declaration of Employers' Liability and Public Liability through the Lincoln and District Work Experience Consortium or as a Academy/student arranged placement.
- Will attempt to match the wishes expressed by the student to the placement.
- Will act as the Academy's contact point for students and placement providers.
- Will ensure that all students receive a log book as well as the help required to complete it correctly.
- To encourage placement providers to provide quality experience by putting in place a planned programme to meet the students aims and objectives, including induction and health and safety.
- To ensure all organisations offering placement opportunities to young people will be aware that they will be required to adhere to the regulations and responsibilities laid down in the Health and Safety at Work Act (1974) and the Equality Act 2010. This includes providing positive action and support to specific disadvantaged young people.
- To ensure that all students are monitored during their week on placement by staff and/or the Career Advisors. They will in turn provide a report back to the Work Experience Co-ordinator.

### 7 ASSESSMENT AND EVALUATION

The programme will be evaluated by the students through the use of the Work Experience Log Books, in conjunction with discussions with tutors.

The programme will also be evaluated by feedback from placement providers, staff and Careers Advisors. This will be done by evaluating the programme against its stated aims and objectives to ensure continuous improvement to achieve the quality required.

The work will be accredited by the Work Experience Certificate, and inclusion of key skills shown whilst on the placement in the National Record of Achievement or equivalent.

### 8 REVIEW

The policy will be reviewed at the end of the summer term, and at the conclusion of Work Experience.

## **CAREERS DEPARTMENT ADDITIONAL NEEDS POLICY**

Students who have special needs have the same entitlements as mainstream students.

### **Provision for statemented students**

Additional needs students who have a statement of educational needs for moderate learning difficulties are encouraged to use the facilities in mainstream Academy. They have group sessions and individual interviews with Careers Advisors both in the Careers Centre and within the confines of the Special Needs Centre where there is a designated computer with relevant software.

All tutorial work is done as part of the larger mainstream tutor groups and special provision is made for students at the tutor's discretion.

### **Provision for non-statemented students**

The Careers Department provides for other students with special educational needs through liaison with the Pastoral Team Leaders and tutors. Careers tutorial work is adapted where necessary by the tutors or Pastoral Team Leaders and Careers Advisors are notified of any students with special needs.

The Careers Department endeavours to differentiate when there is planned intervention by the teacher and careers advisor with the intention of maximising the achievements of students based on their differing individual needs.

## **BRANSTON COMMUNITY ACADEMY**

### **ALL RESOURCES SHOULD:**

- Staff aim to use familiar language and every day examples in discussions with the students and reading support where necessary.
- be easy to understand and well designed
- be in many different forms. Texts, booklets, computer software, CD ROM, tape/video recordings are all available for student use either in the careers centre.
- be easily accessible. The tutorial work is stored in the resources room, whilst the career based books and leaflets can be found in the careers centre

### **ALL TASKS SHOULD:**

- be suitable for the abilities of the students
- match the student's interests. We review the responses that students make on their module evaluation sheet regarding the work they enjoyed or did well at. The Head of Careers liaises with the Pastoral Team Leaders following the student's response and adjusts the material accordingly
- allow for some choices to be made by the students. Teachers guidance will help students make choices in a variety of ways e.g. a study route, the outcome of a project, the style of oral or written work.

### **SUPPORT CAN BE:**

- from the tutor
- from appropriate resources. This may be texts etc.

### **LEARNING ENVIRONMENT**

- students are treated during tutorial, as part of a tutor group. They are encouraged to work in a variety of different ways i.e. as part of a large group, small group and as an individual
- all students from Years 9 to 11 are entitled to work in several group sessions with the careers advisor, as well as individual interviews.