

TELFORD PARK SCHOOL



The Telford Park School

CAREERS POLICY

Member of leadership team with lead responsibility for oversight and update of policy	Mr A Holmes – Careers Lead
Head of School	Mrs H Rigby
Chair of Governors	Mr M Rogers
Date adopted by the Local Governing Body	19/09/2018
Policy review cycle	Annually
Date for policy review	September 2019



Careers Education and Guidance

Telford Park is committed to providing all its pupils with a varied programme of Careers Education and Guidance activities to equip and enable them to make informed decisions and choices at key transition points both during school and Post 16.

It focusses to help pupils develop, identify and add to their employability skills throughout their school life. It also contributes to the school's vision and values in raising aspirations, helping students nurture and identify individual talents whilst also enabling pupils to acquire social skills to develop confidence and build relationships. It promotes equality of opportunity and challenges stereotypes. It seeks to help pupils understand and be prepared for the ever changing and challenging work and career environment.

It provides the support and impartial guidance to help all students make informed decisions at different times in their school life about choosing option subjects, gaining work experience or deciding on post 16 destinations. It aims for no Year 11 student to leave Telford Park school not engaged in education, employment or training.

The School has undergone an assessment of its Careers Education and Guidance during the summer term 2018. This will be fully reviewed in September 2018, before going to the Local Governing Body.

Statutory obligations for Careers work in school

From September 2012 the Education Act 2011 placed schools under a duty to secure access to independent and impartial Careers guidance for their pupils in years 9 to 11. The Careers Guidance in Schools Regulations 2013 extended the age range to include pupils in year 8 and in years 12 and 13 from September 2013.

Telford Park is fully committed to providing impartial Careers Guidance and Education for all its pupils and have employed a designated member of staff as a Careers Co-ordinator (future focus) to meet the above statutory obligations.

In December 2017 the Government published their new "Careers Strategy" which sets out a long term plan to build a world class careers system that will help young people choose a career that is right for them. To achieve this aim the Careers strategy sets out that every school and academy should use the Gatsby Charitable Foundation's eight Benchmarks which define all the elements of an excellent careers programme. The Government followed the Careers strategy with the publication of "Careers Guidance and Access for Education and Training Providers" in January 2018 which outlines a timeline and recommendations on how a school can implement the new Careers strategy. The strategy sets out that every school will need a designated Careers Leader to deliver the careers programme across all eight Gatsby benchmarks.

The eight Gatsby benchmarks are as follows

- A stable Careers programme
- Learning from Career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with Employers and employees
- Experience of workplaces
- Encounters with Further and Higher Education
- Personal Guidance

Careers education will continue to be assessed within the Common Inspection Framework that Ofsted implemented from September 2015 with key descriptors focussing on the provision in school of high quality impartial Careers guidance. This guidance should: enable learners to develop clear ambitious and realistic plans for the future; support preparation for their next stage, whether it will be education, training, self-employment or employment; help pupils be informed about local and national skills.

Implementation of Careers Education and Guidance

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Careers education is delivered throughout the academic year during tutor periods and designated days when the timetable is collapsed across all year groups and during the weekly mixed age tutorial programme focussing on the themes within the School of Character programme (please see provision map).

The Careers education programme is organised by the Careers Co-ordinator for the School with support from Senior Management team, Teaching staff, Employers, Colleges, Universities and Training providers. The programme of activities will be delivered by Employers, Further and Higher Education representatives, Training providers, Tutors, Teaching staff and the Careers Co-ordinator. Resources and the teaching lessons are prepared and made available to staff well before the sessions are delivered.

The Careers Co-ordinator can help with any issues or assistance required for staff delivering any Careers Education sessions.

The Personal Guidance will be delivered to all pupils by the Careers advisor with some targeted guidance support for students in Years 10 and 11 in line with the Gatsby benchmarks. The Careers Co-ordinator is a fully qualified and experienced Careers Adviser.

Entitlement to the Careers Guidance and Education

All pupils are entitled to and will receive impartial and independent Careers education and guidance support during their education at Telford Park School. The key features of these include:

Curriculum Overview:

The aim of this curriculum overview is to ensure all learners at Telford Park School develop enterprise and employability skills relevant to all areas of the curriculum; receive careers information and have the opportunity to participate in work experience. The amalgamation of these opportunities leads to students being fully prepared with the relevant experience and knowledge for the next stage of their life.

This mapping document aims to ensure learners in all year groups develop the relevant skills, experience and information in a timely manner ensuring they are adequately prepared and informed for the next stages of their education or employment life.

Telford Park School aims to develop the following skills and experiences developed in learners through the curriculum:

- Provide students with up-to-date careers information to ensure they are signposted to different career guidance activities and information at the stages of their development and decision making. (*IAG for Decisions*)
- Provide students with up-to-date information that enables them to make informed decisions about their next set of subject choices at 2 key time periods; (Yr 8 into 9 for GCSE choices, Yr 11 into Post 16 for future destination/university choices). Information should be made available for students throughout their 5 years at Telford Park and Langley Schools. (*IAG for Pathways*)
- Raise aspirations for post-16 choices to inspire and motivate students from all of KS4, to achieve and aspire to set themselves the highest possible targets for the future. (*Inspire to Aspire, school organised University trips*)
- Have an understanding of personal finance issues that will affect them in their life. (*PSHE, drop timetable days*)
- Have an understanding and an opportunity to develop STEM skills for the local and national labour markets, making them aware of wider opportunities. (*Labour Markets, Apprentice roadshow*)
- Make students aware of the wide range of careers advice that is available to them and how they can access this. (*Sign Posting, Future focus*)
- Develop and experience skills needed for the world of work through work placement visits and relationships developed between industry and Telford Park. (*Work Experience, Labour Markets, Enterprise Skills*)
- Develop work experience placements and Raising Aspirations programmes (non-placements) which complement students' curriculum. (*Work Experience*)
- Develop personal skills including: determination, resilience, confidence, character, goal setting and hard work. (*Personal Skills, drop timetable days*)
- Develop enterprise skills/knowledge including: managing risk, decision making, team building, problem solving, being innovative, being creative, financial awareness and capability, an economic understanding. (*Enterprise Skills*)
- Develop financial capability – the ability to manage own finance and to become questioning and informed consumers of financial services. (*Financial Capability*)
- Develop economic understanding of key topics including: Taxation, economy, interest rates, exchange rates, EU, petrol process, cost of university, inflation, rent and mortgages. (*Economic Understanding*)
- Develop subject provision and enrichment to ensure students can relate learning in school to their future development and job prospects. (*Enrichment*)

How we will achieve this:

- Ensuring our students have excellent careers provision, enabling them to access inspiring careers education whilst preparing them for their next steps in FE/HE training and employment.
- Using our strong links with FE/HE, business and employers to supporting career related learning for students whilst in school and in the community.
- Having strong audit methods and systems in place. A careers programme which is evaluated by teachers, students, parents and other stakeholders such as business representatives and employers.
- Using the individual skills and knowledge of the board members to form a strong, effective programme.
- Awareness with staff, students and parents and their understanding of Telford Park Careers and Enterprise Programme in relation the Curriculum, (section 2), and how we are meeting the Gatsby Benchmarks for good careers education.

Gatsby Guidance to a Good Careers Education:

Gatsby	Benchmark Explanation	What it looks like at Langley
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	Careers Policy written and shared with Governors, SLT and Staff Assemblies, Parents Consultation Evenings Careers and Enterprise Board, through connect, with a local business representative from Re-Assure Careers Programme published on Website Grofar (TBC) Careers Adviser (Future Focus)
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	LMI Widget on website Grofar Package (TBC) LMI assemblies/ consultation evenings LMI displayed - posters/ library Apprentice roadshow Careers Adviser (Future Focus)
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	Grofar Package, Flexi Learning, Careers and Enterprise activities/days, Aspire to HE, Destinations, Student Voice
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths	University Outreach and participation, Medical Mavericks, Aspire to HE, STEM Club, University trips organised internally

5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Flexi Learning, career days, careers fairs, inspiring talks, assemblies, mock interviews with external employers (Local Business Advisor), Enterprise challenges
6. Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	Year 10 work experience programme, Work experience visits
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	FE/HE visits (Aspire and Internally organised), participation in school, raising aspirations, careers/ apprenticeship fairs.
8. Personal guidance	Every pupil 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 pupils but should be timed to meet their individual needs.	Careers Adviser future focus, PSHE package.

Summary of curriculum overview:

Careers and Work Related Learning Skills	Enterprise Skills
<ul style="list-style-type: none"> • Determination • Resilience • Confidence • Character • Goal setting • Hard-work • Interview Skills • Employability Skills 	<ul style="list-style-type: none"> • Managing risk • Decision making • Team building • Problem solving • Being innovative • Being creative • Financial awareness and capability • Economic understanding and key topics • Leadership • Communication
Activities used to deliver these skills	
<ul style="list-style-type: none"> • Employer talks • Progression events, IAG mornings • Motivational speakers • College and university Open Days/Visits • Coaching and mentoring • Alumni 	<ul style="list-style-type: none"> • Work place visits • Interviews and CV clinics • Work Experience placements • Raising aspirations programmes • Subject information fayres • Curriculum projects

Resources, recording, reporting and monitoring of curriculum delivery:

- Recording – a tracking & monitoring document (spreadsheet) of all provision is maintained with the following headings:
 - Date
 - Activity
 - Aim
 - Skills developed
 - Internal/external led
 - Brief Description
 - Year Group
 - No. of students participating
 - Monitoring/evaluation
- Record of external agency and employer engagement – the tracking & recording document will show Park and Langley partner work with external agencies and employers.
- Monitoring of provision will be carried out using the following methods:
 - Observations of sessions
 - Learning walks of delivery
 - Employer/external agency feedback
 - Student and staff feedback
- Resources:
 - Designated SLT Link for Enterprise and careers with responsibility for strategic delivery
 - Careers Adviser – Future Focus adviser, Level 6 qualified in Careers Advice and Information
 - External Consultancy support – T&W Education and Local Business Partnership
 - Head of PSHE and Careers/Enterprise delivery across different year groups
 - Form Tutors – involved in delivery of PSHE – CPD offered through pastoral structure to ensure high quality delivery
 - CPD – dedicated CPD time for staff delivering careers/enterprise education

Careers and Enterprise Board:

TELFORD PARK will establish a Careers Board (Executive Head, Head of School Park and Director of Learning) with the key responsibility of:

- Reviewing the School Action Plan against the Gatsby benchmark to evaluate progress
- Review and evaluate recent activities – measuring the impact of the careers programme on pupils (via student survey)
- Provide strategic support and guidance on delivering on the School Action Plan against the Gatsby benchmarks
- Supporting through delivery and providing contacts for Careers delivery and different aspects of the action plan

Organisation:

- The Board will meet once each Half Term
- Key stakeholders will be represented on the Board
- Proposed agenda will be distributed in advance with associated paperwork

FE providers

Please contact the Careers leader, to arrange to speak to students at either Langley or Park

Contact Details

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Date of next review

September 2019