



## **CAREERS POLICY**

### **Introduction**

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Rida girls high school. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

### **Aims and objectives**

The Rida careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school.
- ensure students' readiness to take their next step in their learning or career.

Rida School follows the principles of the Gatsby Benchmarks (see references).

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16 and post-18
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

## **Student entitlement**

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices for Key Stage 4/GCSE and after Year 11
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

## **Parental involvement**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

## **Events for parents and carers**

Parents/carers are invited into school to discuss their daughter's progress at Parents Evenings. We aim to collect students' career aspirations annually to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress. In addition, specialist events for parents include Key Stage 4/GCSE Options Evening,

## **Delivery of the Careers Programme**

### **Careers education**

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

#### **Years 7, 8 & 9**

Key activities: KS4/GCSE options choices

Cross curricular lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs.

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting.

#### **Year 10**

Key activities: Work experience and mock interviews

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; an introduction to post-16 options. These activities are supplemented with after-school support sessions with PC access.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one week in the workplace
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form or college setting
- Be introduced to the different Post-16 pathways.

#### **Year 11**

Key activities: Post-16 applications

Students will learn how to write a personal statement for post-16 applications; get support to apply through UCAS Progress; hear from guest speakers in assembly about sixth form, college and apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. These activities are supplemented with after-school support sessions with PC access.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a careers adviser.

### **Career guidance meetings**

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Year 10s, Year 11s, are most likely to access the service.

### **Self-referral**

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Teacher, Pastoral Manager or Head of Year. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.

The careers adviser will record action plans on the school tracking system. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is absent or fails to attend, an alternative time will be arranged.

### **External providers**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

### **Staff Development**

Teachers are introduced to the concepts, aims and programme for CEIAG at Rida School at training days.

### **Resources**

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

### **Employer links**

Links with employers, businesses and other external agencies continue to grow through the Rida High School; by building on local community connections.

## **Equal opportunities**

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths.

Role models including community graduates and university students are brought in to raise aspirations and demonstrate what is possible after School, while non-traditional routes are supported and encouraged.

## **Monitoring and evaluation**

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers cross curricular lessons, mock interviews etc.
- gathering informal feedback from external partners and from parents
- student destination figures post-16.