

# Gladesmore Community School



## CAREERS POLICY

Careers guidance programme and provider access

**[C10.1]**

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Governing Body : Gladesmore Community School

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Website : Y

# Careers guidance programme and provider access statement

All schools have a statutory duty to provide pupils with independent and impartial careers guidance.

We are guided by DfE statutory guidance and the eight **Gatsby Benchmarks** of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

We meet the Gatsby Benchmarks by providing a comprehensive programme of careers activities throughout Key Stage 3 and Key Stage 4. Special consideration is given to the points of transition, for example when our pupils are choosing options for the next stage of their education.

All pupils are able to self-refer for personal guidance, staff are keen to work with parents and carers to support them in supporting their child into the best pathways for them.

## **Entitlement**

Pupils are entitled to careers education, information, advice and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with pupils and their parents or carers. The

programme will promote equality of opportunity, diversity and inclusion, and will be in the best interests of the pupils to whom it is given.

Specifically, pupils at Gladesmore Community School are entitled to receive:

- Clear information, advice and guidance about all options available
- Help to decide what to do when they finish their course/education, including further learning, training or employment
- A programme of careers education and guidance which helps them to develop skills and knowledge to make choices and the transition to work and learning
- The opportunity to be involved in making decisions about things that affect their learning
- An opportunity to learn about the world of work

### **Overall Aims**

- The Careers Education and Guidance programme at Gladesmore aims to make a contribution to preparing young people for the opportunities, responsibilities and experiences of life. It aims to help pupils develop the knowledge and skills to make successful decisions and manage transitions as both learners and workers.
- We endeavour to follow the guidance in the Careers Education Framework 7-19, the National Curriculum programmes of study for PSHE and Citizenship, and the QDCA Work Related Learning Guide at Key Stage 4.
- It is underpinned by the school's policies for teaching and learning, assessment, equal opportunities, health and safety and special needs.
- The Careers Education and Guidance programme plays a contributory role in promoting our ethos and pupil aspiration. We recognise that young people who can identify future pathways and aspirations are more likely to have purpose in their learning.

Gladesmore is an inclusive school and supporting every child in their learning and well-being is at the heart of our work and success. We believe it is every child's entitlement to receive advice, guidance and support so that they can make informed decisions. Our Careers Education and Guidance programme plays a key part in ensuring that all of our pupils leave the school able to identify and access appropriate pathways so they can become responsible and proactive members of society

## Careers information and guidance resources on the internet.

All pupils will have important decisions to make at various times of their academic career – whether, for example, it is Options and Pathways choices in the summer of Year 8 and the spring of Year 9, Experience of Work choices in the summer of Year 10, or Post 16 choices in the Autumn of 11. We are also aware of the need for pupils to make informed Post 18 Choices in Year 12. There are several internet based careers information and guidance sites that are recommended for pupils to use in school or at home during this time and beyond:

<https://icould.com/> this website has a number of different useful resources including the Buzz Quiz and videos showcasing careers linked to both sectors and subjects.

[www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk) - National website for information on apprenticeship training, here you can find an apprenticeship and register to receive vacancy updates. Apprenticeships are now being offered at higher and degree levels, we have found that different apprenticeships are offered at different times of the year for a late summer or September start. As more information becomes available regarding these qualifications, we will update this website.

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk) – this is a national website which has details of apprenticeships and sponsored degrees.

[www.ucas.com/ucas/undergraduate/getting-started/apprenticeships-uk/degree-apprenticeships](http://www.ucas.com/ucas/undergraduate/getting-started/apprenticeships-uk/degree-apprenticeships) - this website links to a number of informative sites.

<https://www.informedchoices.ac.uk/> - Russell Group universities new website to help pupils make choices about their sixth form and post-16 options.

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk) - Search under job profiles to find out about careers

## **Implementation**

### **Staffing**

All staff contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the Deputy Head with responsibility for Pathways, together with the PSHE Coordinator and Heads of Year. In addition, Our Head of Careers and Attendance Team who have a careers background provide specialist guidance. Careers information is also available on-line and from the Success Lounge, with guidance available from our Success Manager and pupils can also consult Heads of Year and the Deputy Head responsible for Careers

### **Curriculum**

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and on-line research activities, work-related learning activities and work experience for identified pupils. The planned Careers, PSHE and Citizenship Programme are part of the standard curriculum offered to pupils with discrete careers lessons integrating use of online tools such as could.

Themed events scheduled in the year include a Saturday 'KS4 Pathways' Morning for Year 9 pupils and their parents, Careers Mornings for KS4, a visit to one of our Local Post-16 providers for all of Year 10 and a Careers Fair for Year 11.

The School also facilitate other opportunities such as visits to workplaces and London wide external careers events (such as Skills London) that take place after school or at weekends are advertised widely to pupils and some pupils, where the need dictates, are accompanied by school staff.

### **Impact**

Over the short-term at Gladesmore (awareness of pathways, understanding of role of academic qualifications, knowledge of changing world of work).

The success of our Careers IAG programme is assessed by pupils' increasing knowledge and understanding of academic pathways and the importance of

qualifications in successfully following their pathways. Also pupils' awareness of the changing nature of the world of work.

In the longer term, the success of our Careers IAG programme is assessed by pupils' achievement on the pathways which they are assigned whilst at Gladesmore and also pupil and-parent and carer satisfaction with these routes. Following this we measure success through the appropriateness of pathways for post-16 being identified and followed by Year 11 pupils and the number of young people who are classified as NEET when they finish at the School. We are also beginning to track the achievements of pupils beyond Key Stage 5 into higher education and the world of work.

### **Partnerships**

The school has developed strong links with the local Post-16 education providers who all contribute to the Year 11 Pathways process through presentations and by attending the Careers Fair organised each November. We have a particularly close relationship with the London Academy of Excellence, Tottenham (LAET), Haringey 6<sup>th</sup> Form, and ADA, a Digital Skills college, who all offer pupils the opportunity to visit and an opportunity to experience what it is like to study there.

Gladesmore is the lead Royal Springboard Foundation school for the region and through this programme pupils have good opportunities to gain guidance and support for longer-term goals. This work is strongly assisted by our partnership work with Highgate School (in KS3 and KS4) and supplemented through our link with Dulwich College and Emmanuel College.

In addition, we have effective links with numerous universities, including both Oxford and Cambridge Universities. In particular, we have a close relationship with St Katherine's College, Oxford. Gladesmore is the lead school for the North London Hub. This provides a programme for Year 8, 10 and 12 pupils. There are annual opportunities for large numbers of Year 10 pupils to visit the University. We work with a range of employers who provide support with our careers and work-related education programme. For example, the credit rating agency Moody's, based in Canary Wharf, run a mentoring programme for forty pupils every year. And, Tottenham Hotspur Foundation who work with boys in Year 9.

## **Detailed areas of careers education, information, advice and guidance include:**

### **Key stage 3**

- Researching future possible careers
- Researching careers – subjects, qualifications, skills and training needed for different careers.
- Future possible careers linked to different options/pathways choices
- Options/pathways choices
- Individual interviews for pupils regarding option choices.
- Parents information evenings on options/pathways choices.
- Departmental presentations on subject choices
- PSHE sessions including self-awareness of skills and qualities
- Awareness of how to apply for job roles, the factors that employers consider when shortlisting, the contribution made by extracurricular activities
- Consideration is also given to alternative pathways e.g. entrepreneurship
- Advice and workshops around how to make Pathways – influences

### **Key stage 4**

- Parents' information evenings on options/pathways choices.
- PSHE sessions including self-awareness of skills and qualities
- Change to the workplace e.g. gig economy, self-employment, zero hours contracts
- Workplace responsibilities e.g. taxation
- Researching future possible careers – Follow up on icloud work from KS3 (use of tracking form)
- Experience of work
- Post 16 options
- University visits – not for all
- Application and Interview Skills
- Ambitions online form (Google forms > SIMS)
- Pupil finance (costs of going to university)

