

**SENIOR SCHOOL CAREERS POLICY**

**INCLUDING WORK-RELATED LEARNING**

**General Statement**

This policy has been adopted as a mark of the importance which the governors place on education that will prepare pupils for the challenges of their future lives. It recognises that in a world of rapidly changing employment opportunities all pupils need to be given a wide range of information, experience, and understanding of the world of work. It also recognizes that pupils need to be given assistance in recognizing their own abilities and aptitudes so that they can develop high and realistic aspirations for their own futures.

In accordance with ‘Careers Guidance and Inspiration in Schools,’ March 2015, we are committed to providing effective preparation for our students for their future lives in British society. In accordance with this document, our goal is to ‘develop in every young person the values, skills and behaviours they need to get on in life’, receiving 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.’ We aim to provide a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and develop decision making, team building and problem solving skills. We have high expectations of all of our students.

Advice is provided to help pupils choose GCSE/IGCSE and post-16 courses. Across the school we aim to provide careers education which will enable pupils to ‘know themselves’ and how their strengths, weaknesses and interests relate to the world of work, to learn about different careers and opportunities, to obtain individual and independent guidance, to have some work experience and to gain information about training, education and occupations beyond school. This provision is impartial, showing no bias or favouritism towards a particular education or work option. It enables students to make informed choices about a broad range of careers options, and advice is given which generally helps to encourage pupils to fulfil their potential. As a school, we work to prevent all forms of stereotyping in the advice and guidance provided in order to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers.

**Aims**

The aims of this policy are:

* Self- Development – for the students to understand themselves and the influences on them;
* Career Exploration – to investigate opportunities in Higher and Further Education and the career pathways that might follow and to explore high quality alternatives to university;
* Career Management – to make and adjust plans to manage change and transition;
* Skill Acquisition - to accumulate a set of transferable life skills which will give pupils an advantage in future applications

**Responsibilities**

**Headmistress / Senior Management Team**

It is the responsibility of the Head Teacher and Management Team to establish the framework for Careers Education and Guidance; to ensure that it develops in the school; to monitor and review its effectiveness; and to report regularly to governors on the application and outcomes of the policy. They will:

* Ensure the place of Careers Education and Guidance within the structure of the timetable and the school year;
* Ensure that Careers Education and Guidance, including information about economic factors and enterprise education in its widest sense, are embodied in specifications and activities across the curriculum;
* Ensure that there is adequate time available on the timetable and outside it for careers education and guidance;
* Ensure that there is liaison with providers of Further and Higher Education and training to provide effective progression routes for pupils;
* Monitor and assess the quality and effectiveness of Careers Education and Guidance, including the provision of independent face to face careers advice, and make appropriate reports to governors as required;
* Review regularly the operation of the policy and propose changes as necessary.

**The Objectives of the Careers and Guidance Department**

The Careers department is responsible for the practical implementation of the policy including the development of work related learning, for encouraging the development of careers education and guidance across the curriculum and for liaison with outside agencies and further education providers. They will:

* create the specification for Careers Education;
* keep a record of Careers and Guidance – related activities across the school;
* be responsible for the effective teaching of Careers Education;
* make arrangements for visits to places of work and work experience placements for students who have reached the age of 16 including arrangements that will ensure the safety of pupils;
* make arrangements for visits of speakers from different professions, universities;
* make arrangements for various careers enrichment events e.g. Careers Carousel, COA Cambridge Profiling and career interviews, the Real Game, Year 9 Management Skills, Year 10 ‘Dragons’ Den’ Business Enterprise Project (4 week programme), Year 11 Student Investor Competition, Consumer Affairs Competition, Sixth Form Young Enterprise and a periodic Careers Fair;
* provide personal interviews for every girl in the school above Year 9 at least once a year to discuss their present situation and advise on subject choices or career paths;
* provide specific opportunities for each girl to benefit from specialist, independent and impartial careers advice and guidance;
* develop a programme for enterprise education together with other appropriate staff;
* create and maintain an information system that will give pupils up to date information about Higher Education, Apprenticeships and Careers;
* create a guidance programme within the PSHEE programme that gives pupils the chance to identify their aptitudes and search careers data bases through the use of ICT (Launchpad for Keystage 3, Careers Investigator for Keystage 4, Centigrade and UCAS preparation etc);
* train pupils in the arts of self-presentation, including the creation of CV’s and interview techniques ( including practice interview course);
* monitor and track the academic progress of pupils to determine the appropriateness of their chosen career path (in liaison with Head of Middle School and form tutors);
* hold meetings with parents as required to discuss their daughters’ proposed careers path or subject choices;
* monitor, evaluate, review and to report on the effectiveness of the Careers Education and Guidance programme.

**Subject Heads of Departments**

The responsibility of the subject staff is:

* to liaise with the Careers Coordinator to ensure that the scheme of work in their subject contributes, where appropriate, to the Careers Education of pupils;
* ensure that through the assessment, feedback and reporting of pupils’ achievement, pupils are given a clear understanding of their strengths, talents and aptitudes so as to be able to make realistic decisions about future training and careers.

**Pastoral Heads**

The responsibilities of the Heads of Years are to:

* ensure that all pupils are given general guidance and mentoring to promote high aspirations and good work habits:
* to cooperate with the Careers Coordinator in managing work experience and following up on these;
* assist Careers Department in the organization and delivery of Careers Days such as the Real Game and Enterprise events;
* ensure that parents are involved in their children’s choices on careers and future education.

**The Department**

Head of Department.

Responsible for overall Careers Education and Guidance as stated above. Directly responsible for the C.E.G. for Year 11 and above, Personal interviews, Work Experience, University Application and all Careers Events (external and internal) for pupils 15+yrs.

Assistant Head of Careers

Assists the Head of Careers generally but with specific responsibility for Careers Education and Guidance Years 7-10 including personal interviews with Year 9 to discuss GCSE choices, organising careers days such as the Real Game, Enterprise Activities and Cambridge Profiling.

ic Oxbridge

Responsible for applications to Oxford and Cambridge, as well as the American Universities.

ic Medicine / Veterinary

Advice and support for Medical/ Dentistry/ Veterinary Science applications.

**Practical Considerations**

The school is aware that in an over-crowded curriculum the time-tabling of Careers Education and Guidance presents choices. The school has chosen to timetable Careers Education as part of the PSHEE programme believing that this is the most effective way to do so. It can also be delivered as a whole day activity, off timetable, for specific events when considered necessary.

In order to ensure that all pupils are able to access the careers curriculum it is important that there is a wide range of resources available. At present, the school has a Junior and Senior Careers Library, well equipped with books as well as providing access to ICT Careers information. The current focus is to concentrate resources on enhancing the careers material available digitally through the VLE which students may have access to independently outside of school. The school undertakes to ensure that these resources are available to all pupils.

A variety of classroom activities will be used including group discussion and problem-solving and opportunities will be given for reflection.

A supportive and challenging environment will be created in lessons to ensure that pupils develop high and realistic aspirations for their futures.

**Work Experience Arrangements**

The aim of the work experience scheme is to provide all students, regardless of ability, gender or race, with an opportunity to take part in one week of work experience. This experience allows students to see at first hand the day to day aspects of employment, to develop an understanding of employability and the use of key skills including ICT in the work environment. Each student will be given appropriate preparation for their placement and be debriefed afterwards.

The following considerations apply to work experience:

* Work experience will take place after GCSE examinations in late June/early July for students who have reached their 16th birthday. Alternative arrangements for later in the year will be made for students whose birthday falls after these dates.
* Students are prepared for placements during PSHEE lessons with guidance given on applying for placement as well as conduct and behaviour and Health and Safety considerations at their placement.
* The school liaises with the work experience placement and employers used by our pupils are expected to have regard to DCSF guidance ***Work Experience Guide for Employers.***
* The school writes to the Employer enclosing copies of our Work Experience Guidelines and requesting a copy of the Employers insurance certificate.
* The Employer is requested to provide a brief report on the student after the work experience is completed.
* All employers of the students receive a telephone call from a member of staff during their placement.

**Monitoring and Review**

The effectiveness and appropriateness of the policy will be kept under regular review. There will be a regular report to governors which will summarise the reviews conducted at classroom, departmental and whole school levels.

This review will include:

* monitoring of activities by observations of classroom activities and work related learning experiences;
* feedback from pupils, parents, visitors, work experience placements and destinations;
* a statistical analysis of destinations;

The policy will be reviewed and updated regularly.

This policy has regard to the guidance issued by the Secretary of State.

***Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.***

Revised June 2018

Next Review June 2019

Signed: …………………………………………………Date: ………………………

 Mrs J Adams

 Chair of Governors