


Meadowhead School Academy Trust

Careers Policy & Careers Programme



**This is a policy of Meadowhead School Academy Trust.
Meadowhead School is a Foundation School
and a member of the
Meadowhead Community Learning Trust**

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Careers Policy

Introduction

Careers education, information, advice and guidance (CEIAG) is an integral part of the support we offer to students at Meadowhead 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 Meadowhead 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

Meadowhead 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 technical 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, after Y11 and after Y13
- access to 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
- career activities during form/tutor time and ethics lessons from Y7 to Y13 covering options after school, the world of work, the job market and the skills needed for the future
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, World of Work Week activities, 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
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group
- 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 have the opportunity to discuss their child's progress at Parents Evenings. Form tutors collect students' career aspirations annually to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Representatives of the careers team attend events for specific year groups.

In addition, dedicated events for parents cover Key Stage 4-options, Sixth Form open evening (Y11 parents), applying to apprenticeships, colleges and training providers (Year 11 and Year 13 parents), and post-18 options (Year 12 parents). We invite parents and carers of students in all year groups, and from local primary feeder schools, to attend the annual Futures Fair, as part of Futures Week.

Parents/carers are kept up to date with career-related events and activities via letters and texts home, ClassCharts, the school website and social media. With the student's agreement, in Y7 – 11, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

Delivery of the Careers Programme

Careers education

The content of the taught careers education programme is based around the learning outcomes outlined in the 2021 CDI Framework. As part of the Make a Difference element of the school's personal development curriculum, students work towards ten skills outcomes:

Leadership and Decision-Making	Teamwork and Collaboration	Staying Safe and Healthy	Planning, Reflection and Resilience	Creativity and Problem Solving
Prepared for the Future	Confidence and Communication	Active Citizenship	Cultural Knowledge	Valuing Diversity

The skills outcomes were chosen in collaboration with employers who are members of the Meadowhead Community Learning Trust. The skills outcomes are delivered to all students as part of form time, Ethics and other subjects, as relevant.

As well as building students' skills for the workplace in the other nine areas, the Prepared for the Future strand of the Make a Difference curriculum includes the following elements:

Years 7, 8 & 9

Key activities: KS4 options choices

Students will have the chance to explore what work is, how to find out about jobs, how to be enterprising, the skills needed for work, jobs of the future and green careers. Activities will support the KS4 options process.

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
- Hear about opportunities in higher education
- Receive support to make the right KS4 choices, including assemblies, parents' events, meeting with senior staff at school and the option of a careers guidance meeting.

Year 10

Key activities: Work experience and mock interviews

Students will explore how to find and complete work experience placements; CVs, applications and interview technique in preparation for mock interviews; and 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 one week in the workplace (or take part in employer-led experiences)

- Be interviewed by someone from the world of work
- Hear about opportunities in higher education
- 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 Sheffield Progress and other application processes; hear from guest speakers about sixth form, college and apprenticeship pathways; and understand the key considerations when choosing post-16 options. These activities are supplemented with after-school support sessions.

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
- Take part in events (in school and external to school) where they can speak to employers, colleges, sixth forms, 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 in Y10 or Y11 with a careers adviser.

Year 12 & Year 13

Key activities: Post-18 applications, mock interviews and work experience

In Year 12, lessons include post-18 options, covering both university and alternatives to university. Tutorial sessions focus on the broad range of options available to students. Specific and specialised guidance and support is provided to students who wish to apply to Oxbridge, Medicine, Dentistry & Veterinary courses, to competitive employer schemes and to degree apprenticeships. Students will take up one week's work experience. In addition, a range of other enrichment activities are available to support students to develop additional skills and knowledge.

In Year 13, students will have a mock interview so lessons will help prepare students for this and explore how to get the most out of the experience. Students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.

By the end of sixth form, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace
- Take part in events (in school and external to school) where they can speak to employers, colleges, training providers and universities
- Have at least one meeting (small group or one-to-one) with a careers adviser.

Futures Week

Each year, the school's Futures Week (formerly World of Work Week) gives students of all year groups chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace. The week includes a range of activities including speakers in assemblies, employer input in lessons, visits from alumni working in a range of sectors, careers talks and a careers fair.

Career guidance meetings

Students are entitled to appropriate personal career guidance to meet their individual needs. All students at school can access careers support or request an appointment with the careers adviser but, in practice, Year 10, Year 11, Year 12 and Year 13 students are most likely to access the service.

Students are identified for careers meetings based on need and through self-referral.

Needs-based referral

The referral procedure works as follows:

- The careers team work with Heads of Year, Pastoral Managers, Year Teams or SENCO/Inclusion Team to identify students who would benefit from early intervention. This might include students with lack of direction or lack of motivation; students with SEND; students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-referral

All students will be offered a career guidance meeting in Y10 or 11. In sixth form, all students have the opportunity for career guidance to support study or career choices, through small group or one-to-one meetings. Students in all year groups are made aware of the careers adviser through assemblies and via form tutors.

Students of all year groups may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor, Pastoral Manager or Head of Year. An appointment with an adviser will then be arranged.

Careers advisers will record action plans on the SIMS system at school. Students will receive a copy and parents/carers and staff have the option to see this information so they can support the process.

Career and labour market information

Career and labour market information is available through relevant displays and Year Group noticeboards or cascaded via form tutors or through year group assemblies. All students have access to Unifrog, a careers platform featuring labour market information, job profiles, interest and personality quizzes, information on all the post-16 and post-18 pathways. The Learning Resource Centre includes a range of higher education prospectuses.

Employer and provider encounters

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. Students can expect the following employers and provider encounters:

- Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer to learn about what work is like or what it takes to be successful in the workplace
- The school is committed to providing a minimum of six encounters with approved providers of apprenticeships and technical education from Y7-13. See Meadowhead School Provider Access Policy Statement.

Management and staffing

The Careers Leader is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Assistant Head with responsibility for careers and employability (David Sheppard), and alongside the Head of Ethics and Heads of Year.

The Careers Leader is a Level 6-qualified Careers Adviser, Level 7-qualified Careers Leader and member of the UK Register of Career Development Professionals. Alongside this, the school also contracts independent Careers Advisers for two days per week to deliver career guidance.

A broad range of staff support careers activities and careers learning at school including Heads of Year, Form Tutors and subject teachers. The Careers Administrator, Bev Simpson takes a key role in supporting and administering career-related activities and events.

Staff Development

Form Tutors and Ethics teachers are introduced to the concepts, aims and programme for CEIAG at Meadowhead at training sessions or year team meetings. The Careers Leader attends conferences, events and careers network meetings to keep up to date with best practice and legislation.

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 Meadowhead Community Learning Trust, See it Be it project, building local community and alumni connections; as well as through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company).

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. The team work on early identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.

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

The destinations of school-leavers are monitored and trends identified.

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 lessons, World of Work week activities, mock interviews etc.
- gathering informal feedback from external partners and from parents
- quality assurance of form/tutor time and the guest speaker programme
- student destination data post-16 and post-18

In 2022, Meadowhead School achieved the national Quality in Careers Standard using the Careers Mark approach provided by Complete Careers, recognising the quality and breadth of the school's careers provision.

References

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework

www.thecdi.net/New-Career-Development-Framework

Monitoring, Evaluation and Review

This policy was formally approved by the Governing Body on:	
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This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded