

THE HEATHLAND SCHOOL

WHOLE SCHOOL POLICY FOR CAREERS EDUCATION AND GUIDANCE AND WORK-RELATED LEARNING

INTRODUCTION

All schools have a statutory requirement to prepare students for “the opportunities, responsibilities and experiences of adult life” through Careers Education and Guidance. Students are encouraged to feel positive about themselves, can improve their motivation, raise their aspirations and take responsibility for their career plans. Students are helped to prepare for their roles as learners and workers.

The 1997 Education Act places a duty on schools to give pupils access to careers education and guidance. The 2014 Education Act states that guidance must be delivered in an impartial manner, with information on the full range of options at post 16. In April 2017 this was updated to state that every child should leave school prepared for ‘life in modern Britain, ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life’.

In January 2018, the Department for Education (DfE) added that schools needed to have a strategic approach to the development of their careers provision and should be using the Gatsby Benchmark as a basis for their offer. This framework and its eight benchmarks were first established by Sir John Holman in the Good Careers Guidance report (2014) and are based on extensive, robust national and international evidence.

In July 2021, the Statutory guidance ‘Careers guidance and access for education and training providers’ was published and this highlights the Baker Clause in which all pupils must be made aware of all the pathways open to them, whilst at school to address the shortage of technical skills nationally.

AIMS

1. To ensure that all students enjoy equal opportunities and access to education and training leading to recognised qualifications which meet their needs and aspirations.
2. To ensure that all students’ spiritual, moral, social and cultural development prepares them for the opportunities, responsibilities and experiences of life.
3. To promote the development of key skills.
4. To promote self-development whereby students, learn how to understand themselves and develop their capabilities.
5. To encourage students to investigate careers and opportunities.
6. To ensure that students learn how to implement their career plans.

CURRICULUM DELIVERY

Careers Education is delivered through Personal, Social and Health Education (PSHE), and through each department. Decisions about learning and work have implications for other life roles so that Careers, PSHE and Citizenship are closely related. It follows that all teachers contribute to Careers Education, Information, Advice and Guidance (CE/IAG). Lessons are organised to meet the needs of all students and include a variety of teaching styles.

LIVING IN THE WIDER WORLD

Our CE/IAG curriculum is delivered via PSHE under the “Living in the Wider World” programme. “Living in the Wider World” is broken up into six areas, which each year group focusing on a specific area, and moving on as they progress through the school.

YEAR 7 – “I DISCOVER”

Year 7 students are introduced to CE/IAG and basic career knowledge, as well as being taught to look inwards to discover and develop:

- Personal strengths and weaknesses
- Interpersonal skills
- Goals and ambitions
- Personal inspiration
- Types of employment and what a career is
- How work has changed

YEAR 8 – “I EXPLORE”

Year 8 students explore more into specific roles and challenges in the career market, as well as personal development, learning about:

- Roles and Occupations
- Challenging Gender Stereotypes
- Enterprise and Business
- Presenting yourself online (social media, tattoos)
- Personal Finance: Savings
- Skills and Qualities
- Resilience and Failure

YEAR 9 – “I FOCUS”

Year 9 students start to focus more on relevant topics and skills, in order to help guide their Post-14 Option choices. They look at:

- The labour market
- Employability skills
- Email Etiquette
- Personal Finance (Debt, Pay slips, Mental Health)
- Linking subjects to careers
- Discrimination and Equality in the workplace

Year 9 is also given a Subject Pathways Evening to attend with their parents, in which the Careers Officer and Academic Tutor attend, so students can enquire as to what pathways requires certain subjects, to allow them to make an informed decision on subject options.

YEAR 10 – “I PLAN”

Year 10 students will continue their work from the previous year, and learn about:

- CV and cover letters
- Employability skills
- Interview techniques
- Personal Finance
- Linking Careers to Subjects (with a specific focus on the NHS)
- Enterprise Skills

YEAR 11 – “I DECIDE”

Year 10 students will research and evaluate Post-16 pathways and develop and make the most of CE/IAG. This will be delivered through:

- Speculative applications
- Workplace expectations/behaviour
- Post-16 options
- Careers linked to subjects
- Employee Rights
- Coping with change
- Transferable Skills

Our Careers Officer and senior staff conduct interviews with pupils on post-16 choices to which parents may be invited to ensure pupils don't become NEET (Not in Education, Employment or Training), and to gather destination data for the September Guarantee. ASDAN Year 11 pupils have a one-week Work Experience placement and where needed, suitable Disability Confident employers are selected.

YEARS 12 AND 13 – “I APPLY”

Each student will be given information and guidance on Post 18 choices. The Academic Tutor in conjunction with our Career's Advisor and the Sixth Form Year Team via PSHE, prepare students with:

- Personal statement guidance
- Post 18 options (Apprenticeships, University, Gap years)
- Work Experience opportunities
- Volunteering
- Networking
- Accepting offers
- University life
- Personal Finance after school

Similar to Year 11, the Careers Officer and senior staff conduct interviews with the Sixth Form students to offer help and guidance for post-18 pathway choices.

Sixth Formers are also given access to the “6th Form Opportunities” channel on MS Teams, which is regularly updated with current opportunities on Careers, Enrichment, seminars and lectures, online courses, work experience, apprenticeships etc.

ENCOUNTERS WITH EMPLOYERS

To cater to Gatsby Benchmarks 5, the Heathland provides every year group with a minimum of two encounters a year with an outside employer. This can be delivered via assemblies, Enrichment talks or in-person workshops. This will be a mixture of meaningful group/class-based activities which will be employer led to help pupils explore different industries, careers and engage with a diverse range of employers.

The school previously organised a World of Work (WOW) day via the Careers Officer in consultation with the Deputy Head, employers, Apprenticeships training providers and other community organisations. It was previously targeted at Year 9 students ahead of choosing Post 14 options. This has now been reworked to be targeted to Year 7 to 10, to become an annual school careers event. Years 11 and above will be invited to attend after-school and will also be open to parents.

The school has also introduced “Interview Day” for our Year 12 students. This consists of a mix of around 40 employers, educational providers and alumni giving a mock interview to each Year 12 student with provided feedback, in order to allow them to gain first-hand experience on interview preparation and etiquette.

ENCOUNTERS WITH HIGHER EDUCATION PROVIDERS

For Gatsby Benchmark 7, the school also provides assemblies to Year 11 students from local colleges to provide information and guidance on available courses and the application process. The Careers Officer will also nurture relationships with the school and these colleges, in order to provide accurate information during individual student meetings.

The school hosts an annual “Higher Education Fair”, organised by the Academic Tutor and assisted by the Careers Officer, consisting of universities and apprenticeship providers delivering in-person guidance to Year 12 students. The day also consists of a schedule of educational guest speakers.

Throughout the school year, as part of Sixth Form Enrichment, Year 12 and 13 students are also given the opportunity to attend talks and university open days.

PARTNERSHIP ACTIVITIES

The liaison between the school and the INNOVATE will be organised by the Deputy Head to be impartial, showing no bias or favouritism towards a particular institution, education or work option. Other contacts, which are reviewed annually, are Industry Links and Work Experience contacts. The Heathland School will provide Careers Education, Information, Advice and Guidance about all options available within Campus Hounslow for Students (14-19).

CAREERS PROGRAMME

The Heathland School offer a comprehensive careers program designed to educate and motivate students to explore their career possibilities, and to actively seek out information about their options and potential paths. Starting from Year 7, we offer mandatory independent careers advice to all students.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
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. Virtual or in person experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future.

RESOURCES

The Sixth Form base is kept stocked with up-to-date reference material for students, including a comprehensive stock of prospectuses for Further and Higher education. There are various software packages that are available to students. In addition, there is also a careers and Apprenticeship website on MS Teams (each year group have their own), SharePoint and The Heathland Sixth Form / Alumni LinkedIn page, where students can go to get up to date information about colleges, universities, Apprenticeships, work experience and employment. The Career's Advisor is highly active on sharing opportunities with students and prompting upcoming events and career related talks.

Unifrog is the careers platform the school has implemented. Unifrog aims to support progression through the Post 14, 16 and Post 18 pathway. It also provides up to date labour market information and links this to academic subject areas. Information on a wide range of universities, apprenticeships, work experience, cv writing and careers opportunities and up to date recruitment and industry trends can be accessed through a variety of tools.

Unifrog is integrated into PSHE lessons and can also be accessed by students in their own time for researching and exploring further education and careers options. Students can document their skills and activities in their profiles to help with UCAS and other applications as well as CV writing. The students profile also includes allows record of school careers activities and discussions with Careers Adviser, Teachers, employers, and any other external professional. Access to Unifrog is available to students until they reach the age of 25. All students and staff members will have a username and password for Unifrog. Parents are also able to create an account for themselves to support their child.

The Heathland School Alumni LinkedIn account has enabled us to establish a database of former students who are invited into school to share their experiences, knowledge, and career journeys with current students.

Apprentago has also been introduced. This is a platform focused purely on Apprenticeships and it functions as an "apprenticeship search engine" that helps students find job placements, create AI-powered CVs, and manage their applications.

MONITORING AND EVALUATION

The Deputy Head, Head of PSHE and our Careers Advisor regularly monitor the Careers Education and guidance programme.