



RIDGEWOOD
HIGH SCHOOL

Careers Policy

This policy will be reviewed as per the version schedule

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Version	Date	Amendments
V1	Nov 2019	Annual review and update. Next review due July 2022
V2	May 2022	Annual review and update. No changes made. Next review due May 2025
V3	Sept 2022	Annual review in line with Stour Vale. Online meeting option added.
V4	Sept 2023	Annual review and update.

Purpose and Aims of Careers Education at Ridgewood High School

Ridgewood High School is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately, we work towards them becoming independent and productive adults who achieve their full potential. We aim to do this through our careers programme. Our careers programme provides high quality advice and guidance, ensuring that students are informed of the range of options available to them at key transition points and in future careers, and that they are supported during the decision-making process.

Students progress from Ridgewood High School to a range of destinations. We seek to ensure that students have high aspirations, and that guidance is impartial and tailored to individual needs. We seek to inform parents of labour market information and to provide them with knowledge of the choices available to their children. We respect the right of students to choose from a range of pathways. Year 11s may choose to continue their education at school 6th form or Further Education college, sixth form college, specialist provision, or into an apprenticeship.

We recognise the importance of students developing strong interpersonal and communication skills; including that of oracy, as these are vital skills for entering the workforce. We also aim to develop our students' cultural capital, so that they have social mobility and are never disadvantaged by social situation.

The Department for Education's Careers Strategy was published in December 2017. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school. Ridgewood High school is committed to providing a reviewed and evaluated programme of careers education from Years 7 to 11, which meets the eight Gatsby Benchmarks for careers 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 (Gatsby Foundation, 2014).

We adhere to the Department for Education guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy statement

Careers Education, Information, Advice and Guidance and Employability Learning Policy

Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Ridgewood High School seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity. The careers programme is designed to meet the needs of the students at Ridgewood High School to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at Ridgewood aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework

Assessment

Through evaluation following career-related events we assess whether students have achieved these aims. Aims and objectives are shared in PSHE Careers lessons and revisited at the end of lessons to assess whether they have been achieved.

Implementation: Management

Responsibilities are spread between the Assistant Headteacher with oversight of PSHE, teacher in charge of PSHE and the Careers Leader. They plan, co-ordinate and evaluate the careers programme. The work experience administrators also plan and implement work experience for Y10 pupils. Subject leaders and Heads of Year are consulted to ensure appropriate coverage of careers themes in, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is coordinated through the work of the Careers Leader.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PSHE team at Key Stage 3, and 4, deliver specialist sessions. Heads of Year liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers. Careers information is available in the Library and on the school learning website.

Implementation: The CEIAG Programme

The careers programme includes careers lessons (within the school's PSHE programme), tutor time careers sessions, career guidance activities (group work and individual interviews), information and research activities, and employability learning (including 1 week of work experience in key stage 4). Other focused events, including an in-house careers fair for transition years. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback. All students receive at least one careers interview with the Careers Adviser during KS4 and additional intervention strategies, such as one-to-one support from the work experience administrators, are introduced for those students who may find processes such as securing work experience placements particularly challenging.

External Partnerships

The Conexions Service who provide the external, independent Careers Advisor. The school works with the Enterprise Adviser from the Careers and Enterprise Company to make links with business. Employers visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors.

Apprenticeship information is shared with pupils, assemblies and the careers advisers. Links also exist with universities, further education colleges, apprenticeship providers and training providers, who come into school to speak with pupils. Any provider wishing to request access should contact the Careers Leader in the first instance (Provider Access Policy – school website).

Training and Development

To maintain and continuously develop CEIAG provision at the school, SLT will ensure the continual professional training and development of relevant staff. These will include:

- **Careers Leader:** The professional development plan of this individual will include attendance at external careers event(s) and/or skills training programs each year.
- **Teaching staff:** All staff will receive a presentation on their role as tutors in providing Careers IaG and on other relevant issues and/or areas of good practice eg:

- encouraging departments to make links between their subjects and employability skills and related careers.

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 or to meet online, to discuss their son/daughter's progress at Parents Evenings. Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

In addition, specialist events for parents include Key Stage 4/GCSE Options Evening, Post-16 careers fair.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via emails and the school website.

They are also welcome to make contact with the Careers / Work Experience Team at school, should they have any questions or concerns.

Monitoring, review, evaluation and development of CEG

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader and the Assistant Headteacher with oversight of Connexions/LAC (where appropriate)

- Review of all careers events by Careers Leader.
- Attendance at careers events (take up)
- Lesson and tutor observations within PSHE/ SMSC lessons as part of school evaluation.
- Feedback on the effectiveness of the CEIAG programme is sought through student questionnaires.
- Analysis of destinations data
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.
- Parental questionnaires