

# **The Misbourne**

## **Careers Education & Guidance Policy**



Reviewed by: Helen Hill – Careers Lead

Date reviewed: June 2020

Date Approved by Headteacher: July 2020

Review Date: June 2021

## Contents Page

1. Policy Statement	3
2. Purpose	3
3. Scope	3
4. Aims and Objectives	3
5. Outcomes	4
6. CEIAG Implementation	5
7. Partnership work	5
8. Quality Assurance	6
9. Destinations	6
10. Review	7

## **Policy Statement**

The Misbourne is fully committed to ensuring that all learners acquire the skills, knowledge and attitudes to manage their learning and career progression. In order to achieve this, the school recognises the importance of delivering on its vision of ‘‘To develop world-class students who have the belief in themselves that anything is possible and lead happy and successful lives.’ It is key that we prepare our students for adult life. Our key values underpin everything we do, with ‘Ambition and Pride’ linking closely to our ethos in careers education, guidance and advice. We encourage students to think about what they enjoy and what they want to achieve. These could be just small goals in the short term but eventually this will turn into developing real **ambition** for their future. As those ambitions grow and perhaps change, we will support them to strive for their very best and to take **pride** in everything they do to help achieve their own personal goals.

## **Purpose**

The purpose of this policy is to specify the school’s approach in developing students’ understanding of career and progression routes and the level of preparation required for the workplace. The school’s role is to:

- Help students understand and develop their key strengths, skills, qualities and work preferences
- Help students recognise career and further education opportunities
- Support students and families with their career and education pathways
- Develop our students so that they have the ability to research and enter the labour market and to progress effectively within their chosen sector

## **Scope**

This policy relates to all enquiring students, applicants, current and past students, apprentices or employers irrespective of race, gender, disability/difficulty or any other protected characteristic at The Misbourne. It is for all staff involved in the delivery of information, advice and guidance; careers guidance; teaching; enterprise and employability.

## **Aims & Objectives**

The school will ensure that by delivering high quality, professional careers education, information, advice and guidance to all of our student body it will develop/enhance personal, social and employability skills and attitudes to enhance employability.

To achieve the school aim the 8 Gatsby benchmarks will be at the core of all our careers education, information, advice & guidance and applied appropriately across all year groups.

We aim to provide a world class careers programme that continually evolves.

As Buckinghamshire Careers Hub Lead School, we aim to support other schools within Buckinghamshire by sharing good practice.

## Outcomes

Although the school has achieved all eight Gatsby benchmarks, it is recognised that monitoring of activities and outcomes, with continuous improvement is essential to keep up with the changing career landscape.

### The Gatsby Benchmarks

1. **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees.** Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. **Experiences of workplaces.** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. **Encounters with further and higher education.** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

## **CEIAG Implementation**

### **Curriculum/Teaching Learning and Assessing**

#### **Teaching staff contribute to the delivery of CEIAG through:**

- The delivery of careers PSHCE lessons running through Year 7 – Year 11 details of lessons can be found on the school website.
- Sixth form pastoral programme.
- Employability skills, interests, qualities and experience are identified and targeted through the use of START software.
- Form tutor and pastoral support for learners in preparing students for their next steps. Learners are aware, monitor and review their individual targets and target setting.
- All subjects are encouraged to embed careers into the curriculum – this is recorded on Compass+

#### **Support staff contribute to the delivery of CEIAG through:**

- Logging all employability and Higher Education activities on Compass+
- Ensuring that learners and families receive information regarding vacancies, career and further / higher education opportunities.
- Share and celebrate career activities with the community through the newsletter and website.
- Liaise with form tutors, Heads of Year and SEND to prioritise and schedule Adviza appointments.
- Distribute students individual careers plans to form tutors, families and students and file on SIMS.
- Verify and log all work placement activity for Sixth form students.

#### **Careers Lead contributes to the delivery of CEIAG through:**

- Completing Careers Leader training to ensure that the [Careers Leader role](#) is delivered within the school
- Ensuring a contract is in place providing accessible, professional, impartial 1:1 careers guidance interviews.
- Develop and deliver the Careers plan, using The Careers and Enterprise Company's Compass +
- Support to curriculum and pastoral staff by delivering careers and progression sessions
- Develop and deliver annual drop down careers and employability events across the school
- Organise Higher Education, Apprenticeship and workplace sessions / visits.

### **Partnership Work**

The School will continue to work with a range of partners to assist in the delivery of CEIAG and labour market information including local and national employers, charitable organisations, recruitment consultants, apprenticeship employers, alumni and professional bodies.

We work closely with the Enterprise Coordinators and Advisors at the Bucks Skills Hub and support the development of schools within the Buckinghamshire Careers Hub.

## **Quality Assurance**

Learner feedback is key to the development of the service and is obtained through evaluations after 1:1 guidance, group work, talks, events and activities. Learner feedback forms via Microsoft forms part of our Quality Assurance measure and consequently influences the development of our careers provision at school.

We receive feedback from volunteers and providers after events in order to improve sessions the following year. We also obtain feedback on our careers provision every other year from our parents and staff.

Students complete an annual Careers survey which informs developments within the program.

We audit our careers provision across the school on a termly basis so that we are aware of the activities taking place and this is tracked on a pupil level on Compass+. Analysis of Compass+ then informs us of areas to develop within the program.

## **Destinations**

### **Intended destinations**

We support Buckinghamshire County with the completion and return of Year 11 'What Next Forms' to inform intended destinations.

Individual student meetings with SLT take place with each Year 11 and 13 student to ensure that they have a place for the following September. During Corona Virus this has been completed over the phone. If a student does not have an accepted place, this will be followed up by the Head of School to ensure no NEETS.

If a student wishes to leave in Year 12, an alternative provision must be obtained before they leave the support of the Misbourne.

### **Actual destinations**

**The CCIS Manager at Buckinghamshire County Council** is responsible for the collection of Year 11 County destination data which is provided to the school each December.

The school also collects more detailed data on 3 years of leavers (Year 11 and 13) destinations by emailing a Microsoft form to families and students once a year.

Destinations are tracked annually and reports given to SLT and Trustees to analyse and incorporate into self-assessment reports.

UACS and LinkedIn are also used to track specific student destinations.