



Careers Guidance

at Longcroft School & Sixth Form College

Policy Change History

Date	Version	Description of Change
Sept 2018	1	New Policy in line with Gatsby Benchmarks

1. Document Rationale:

This policy statement sets out Longcroft School's arrangements for managing the demands students face to prepare themselves for their future careers. Longcroft School has a commitment to provide a programme of high quality activities, information, advice and guidance to give our students the skills and information to best prepare them to meet these set of complex demands.

Longcroft School has a range of statutory duties in relation to careers guidance:

- **Years 8 – 13 – an obligation to offer independent careers guidance and fair access to all potential employers, training providers and other educational institutions (see Provider Access Policy).**
- **Use the new Gatsby Benchmarks to improve current provision and provide a structured and cohesive Careers Strategy.**
- **Appoint a named Careers Leader and publish information of provision for students and parents.**

2. Student entitlement

Students in years 7-13 are entitled, by the end of 2020, to the following provision:

- **A stable careers programme.**
- **Learning from career and labour market information.**
- **Addressing the needs of each student.**
- **Linking curriculum learning to careers.**
- **Encounters with employers and employees.**
- **Experiences of workplaces.**
- **Encounters with further and higher education.**
- **Personal guidance.**

Longcroft School is committed to working with a number of outside agencies and has made significant strides in the past year 2017/18 to fulfilling these requirements. We regularly use Compass (Careers benchmark tool) to assess our progress.

From 2018/19 Longcroft School also intends to work closely with The Combined Services and Henry Boot Construction to provide further opportunities for students. These providers have been chosen specifically as they access a huge range of skills and careers opportunities. In addition, we intend to work with Unifrog, a career guidance tool that makes a significant contribution to meeting the 8 Gatsby Benchmarks.

3. Careers Provision – overview 2017 – 19.

Please note that this is developing all the time and the plans below are correct as of Sept 2018.

Black – already in place 2017 – 2018 and completed

Blue – planned events / activities over next academic year 2018/19

Red – key developments to confirm that would impact on all benchmarks – UNIFROG (Sept 2018) / Henry Boot and Combined Services (Sept 2018).

Benchmark	Definition (taken from Statutory Guidance 2018)	How is your school going to do this?
<p>1. A stable careers programme</p> <p>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.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<p>Publish Website overview of Careers offer and provider access policy by Sept 2018</p> <p>Full and stable careers programme updated using other models and moveonlogon resources – to confirm Autumn 2018.</p> <p>Careers / IAG Assembly to all Year groups (MCO).</p>
<p>2. Learning from career and labour market information</p> <p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<p>Logonmoveon – Careers library and up-to-date resources along with access to post – 16 and post – 18 opportunities.</p> <p>ASK team to deliver assembly to Year 10 regarding Apprenticeships - May 2018. ASK certificate of engagement achieved 2017 - 2018</p> <p>Ensure literature in US library up to date and monitor use (SCA).</p> <p>Provide information and links on website for parents and students (logonmoveon).</p> <p>Planned providers / employers at Years 10 /11 PCE 2018/19. / BHS careers fair (Spring 2019)</p>
<p>3. Addressing the needs of each student</p> <p>Students have different career guidance needs at different stages.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. 	<p>Logonmoveon – own student profile for personalised pathways.</p> <p>Year 8/9 careers survey to address directly needs of students eg assemblies</p>

<p>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.</p>	<ul style="list-style-type: none"> • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. 	<p>/ working lunches with employers in their interest areas – 2018/19.</p> <p>YLs asked to contact employers to meet students for working lunch based on survey results. See encounters with the experts below.</p> <p>YR 8 Options choices – IAG in booklets (linked to careers – and Level 6 guidance on offer at evening event (STU) to students / parents.</p> <p>Yr 11 into 6th form Options evening for students/ parents and personalised IAG from staff and careers advisor.</p>
<p>4.Linking curriculum learning to careers</p> <p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. 	<p>Logonmoveon– resources for teachers to link subject to career pathways along with activities for the classroom.</p>
<p>5.Encounters with employers and employees</p> <p>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.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace</p>	<p>Meet with Careers and enterprise Company) summer term to establish ;</p> <ul style="list-style-type: none"> • Links with Henry Boot (see separate strategic plan)* • Links with Combined Services (see separate plan)* <p>(planned meetings with both Sept 2018 to confirm actions).</p> <ul style="list-style-type: none"> • Compass Tracker (Completed June 2018) • "Encounters with the experts" - range of visits from specialists – musician / author / Health (successful ex - student) / Media (successful ex – student Autumn 2018) / photographer - all Years included. <p>Year 11 Apprenticeship Visit to Bishop Burton Feb 2018 – approx. 30 students and multiple providers (MCO)</p> <p>Year 10 visit to Hull Collegiate approx. 25 students “Importance of MFL in the market place” (LBA).</p> <p>Science programme visit to London Yrs 8 / 10 / 11 March and June 2018 (LSI).</p> <p>Logonmoveon – updated with information from Traineeships to Degree Apprenticeships</p>

<p>6.Experiences of workplaces</p> <p>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.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. 	<p>Technology visit to Jaguar plant yr 11 Sept 2017 (NWE).</p> <p>Year 10 visit to ER College - 3 hr taster courses 14 job sectors July 2018. Hands on (see below section 7).</p>
<p>7.Encounters with further and higher education</p> <p>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.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>	<p>Ben Gibson (University of Hull) deliver talk to KS3/4/5 students in school on Science / Maths careers (STEM). April 2018 (AWO)</p> <p>Yr 11 visit to Leicester University - UK university Fair – guidance post 16 and University Courses (GTA).</p> <p>Year 11 Apprenticeship Visit to Bishop Burton Feb 2018 – approx. 30 students and multiple providers (MCO)</p> <p>Year 10 visit to Hull Collegiate approx. 25 students “Importance of MFL in the market place” (LBA).</p> <p>Year 10 visit to East Riding College (MCO/JCS) approx 30 July 2018. Hands on practical experience eg Car mechanics/ child care / bricklaying etc). 3 hr taster courses 14 job sectors.</p> <p>East Riding College talk to Yr 12 summer 2018</p> <p>Yr 12 UCAS Exhibition - University of Hull</p>
<p>8.Personal guidance</p> <p>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.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18 	<p>1 to 1 Guidance Spring / Summer terms Yr 10 through to end Yr 11 with Level 6 careers advisor (STU). RAG system by Yr 11 autumn term to best assess need / follow up work to avoid risk of NEETS. All students complete interview notes with advice and help.</p> <p>Destinations completed and sent to LA and all Year 11 students have destination entered as per May Yr11. Where gaps – extra guidance / interview given (see notes).</p>

4. Implementation, Curriculum and Staff Development

It is the responsibility of all staff as subject teachers and tutors to implement the Personal Development Programme and Careers Guidance led by the Deputy Head teacher and Careers Leader. Year Leaders will assist in co-ordinating all programmes related to careers and staff training provided where required to deliver all programmes.

The programme is regularly planned, monitored and evaluated the Deputy (Tutor Careers programme) and Assistant Head teacher in his capacity as Careers Leader and supported by Year Leaders.

5. Links to other Policies

The Careers Policy is linked and underpinned by a number of related policies including Safeguarding, Teaching and Learning and equal Opportunities and Diversity.

6. Reason for Revision

<u>Issue No</u>	<u>Date of Revision</u>	<u>Reason for Revision</u>
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