

YESODEY HATORAH SENIOR GIRLS SCHOOL



CAREERS EDUCATION POLICY, INFORMATION ADVICE AND GUIDANCE HANDBOOK 2020



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Yesodey Hatorah Senior Girls School

Careers Education and Employability Policy

Last Reviewed:	Jan 2020	Next Review:	Jan 2021
Approved by:	Acting Head Teacher	Date:	Jan 2020

This policy was developed and will be reviewed annually through discussions between all stakeholders



Introduction

Yesodey Hatorah is committed to providing a planned Careers Education and Guidance (CEG) programme for all pupils in Years 7-11. The school calls this programme "**Think Ahead**".

CEG is central to Yesodey Hatorah's overall aim of raising achievement for all pupils. A young person's career is their pathway through learning and work. All young people, regardless of their race, gender or academic abilities need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 2011 Education Act in line with Careers Guidance and Access for Education and Training Providers (January 2018) places a duty on the school to give all pupils in Years 7-11 access to careers education and impartial information, advice and guidance.

CEG at Yesodey Hatorah aims to help pupils develop a positive self-image, increase self-confidence and raise personal aspirations. The school strives to provide appropriate guidance, up-to-date information and a range of opportunities to support pupils' development to key points throughout their education. The CEG programme aims to prepare pupils for the ever-changing opportunities, responsibilities and experiences of adult life and equips them with the skills to manage the choices, changes and transitions ahead of them.

Statutory Requirements

The statutory guidance for Careers, Education, Information, Advice and Guidance (CEIAG) published in January 2018 states that careers guidance must be:

- Presented in an impartial manner
- Include information on the range of education or training options, including apprenticeships and other vocational pathways.
- The guidance must promote the best interests of the students to whom it is given

Aims

In accordance with statutory guidance, Yesodey Hatorah aims to offer independent careers education guidance for all students, so they are inspired and motivated to fulfil their potential. We aim to help every student develop high aspirations and consider a broad and ambitious



range of careers and employment. Yesodey Hatorah aim to meet (and exceed wherever possible) the DfE recommendations that schools should:

- Provide sustained contacts with employers, mentors and coaches who can inspire students with a sense of what they can achieve with the right choices and help them understand how to make this a reality
- Have a strategy for the advice and guidance that we provide to young people. The strategy should be embedded within a clear framework linked to outcomes that reflects our ethos and meets the needs of **all** our students
- Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, and coaches
- In-house support for students must be combined with advice and guidance from independent and external sources to meet the school's legal requirements. It should be noted that website access is not sufficient in itself to meet the statutory duty to encourage young people to think about the opportunities available to them
- To be consciously working to prevent all forms of stereotyping in the advice and guidance that is provided, to ensure that girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other gender

Links with other policies

The policy for CEIAG is underpinned by a range of key school policies especially those for teaching and learning, curriculum, equality, looked after children and special educational needs.

Practice

Yesodey Hatorah will achieve these aims by:

- Supporting staff to enable teaching and learning opportunities within the curriculum
- Encouraging staff to identify the contributions of CEIAG and to plan to develop it into schemes of learning where appropriate
- Promoting a variety of opportunities for career and employability learning e.g. speakers, planned activities, mock interviews, and business links etc



- Developing links with the Education Business Partnership (EBP) in line with the service level agreement and all agencies to continue to support the development of careers learning through the curriculum
- Ensuring all students participate cross curricula PSHE, BV curriculum and take part in enterprise activities such as business days, and special projects linked with the wider world of work
- Encouraging the practising and development of key skills both in and out of school
- Students to have the opportunity to take part in a programme of experience of a workplace
- Providing all students with opportunities to support aspirations and employability
- Providing 1:1 careers advice for Years 8/9 students when choosing their exam courses and providing a wide range of option choices to try to meet the needs of all students
- Developing opportunities for enterprise capabilities through a range of cross –curricular activities and discrete activities that are supported by other subject areas, including citizenship and pastoral curriculum
- Maintaining the Careers Hub website area
- Accessing Careers & Enterprise Company (CEC) support and guidance, to continuously improve careers provision

Access to Impartial Information & Guidance

The school:

- ensures that the School's career learning programme reflects the school's equal opportunity policy and the disability equality scheme
- ensure that Year 11 students are offered careers education and employability guidance with an impartial adult, to reflect the interest, ambition and potential of each student
- ensures that the learning mentor is directed to assist with targeted students and alternative support provided from external agencies, if required

Professional Development for staff



The school makes provision for continued professional learning (CPL) opportunities for staff ensuring that:

- areas of staff development needs are highlighted through the whole school self-evaluation
- staff needs are identified, discussed and planned through line management meetings and any careers meetings
- all training is linked to performance appraisal and CPD
- the school provides opportunities for continued professional development for staff with responsibilities for careers and vocational programmes
- training provides opportunities for teachers to keep up-to-date with the changes and development in employment, the workplace and business and the requirements of employers
- the school shares good practice in other local schools and other local authorities

Evaluation and Monitoring

The school ensures that the following key staff are involved in evaluation and monitoring:

- Middle Leaders monitor the curriculum and the quality of teaching and learning
- The Careers Leader coordinates the Careers programme
- Heads of Year are involved in planning and reviewing work related learning opportunities promoted through the tutor programme and the pastoral curriculum
- the Acting Head Teacher line manages the Careers Leader

There is a system in place to ensure that the provision is regularly monitored and evaluated through:

- Links with the London Borough of Hackney
- regular meetings between the Head Teacher and Careers Leader



- a Careers Education and Employability audit takes place annually
- a Careers Education and Employability Annual Report presented to the Teaching and Learning Committee/Governing Body

The learning is assessed and/or accredited in a variety of ways including:

- Student feedback
- Staff feedback
- Compass evaluations
- Certification presented to students who complete specific elements of the programme, including Inspire! EBP and the Enterprise Challenge



Quality Standards for Young People's Information, Advice and Guidance (IAG)

1. Young people are informed about how information, advice and guidance services can help them and how to access the services they need
2. Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need
3. Young people have the information they need to make well-informed and realistic decisions about learning and careers
4. Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and career options
5. Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes
6. Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision
7. Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed
8. Information, advice and guidance providers understand their roles and responsibilities
9. Programmes of career and personal development of young people are planned and provided collaboratively
10. Staff providing information, advice and guidance services work to relevant professional stands and receive continuing professional development
11. Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated and actions are taken to improve services in response to the findings
12. Processes for commissioning impartial information, advice and guidance services are effective and result in services that will meet the needs of young people and their parents/carers



A Code of Practice for Adults involved in Education, Careers Education, and Guidelines to Young People

Introduction

Education and Careers guidance aim to prepare young people for the opportunities, responsibilities and experiences of adult and working life. It equips them with the knowledge, skills and attitudes for managing their lifelong progress in learning and work.

Principles

Adults involved in education, and guidance to young people, have a responsibility to act within an explicit ethical framework, which promotes equality of opportunity and puts the needs of young people first. Teachers also need to work in partnership with parents and carers, guidance and support agencies and providers of opportunities in education, training and work.

Practice

To promote lifelong development, adults involved in education and guidance will ensure that:

In work with young people:

- The personal aspirations of individuals are treated with respect
- Individuals are treated without prejudice and have an entitlement and appropriate access to support education and guidance, regardless of race, gender, religion, ability, disability or social background
- Individuals understand the full range of options open to them and are helped to develop decision-making and transition skills in order to foster their independence and autonomy
- Individuals have access to accurate, up-to-date and impartial information relevant to their needs
- The health, safety and security of individuals takes precedence in all planned learning activities



- Respect for diversity is upheld, taking into account the beliefs and values of individuals and of the families and communities to which they belong

In work with partners and networks:

- They develop collaborative activities with key individuals and organisations in the interests of young people. They will expect partners to endorse this code of practice
- They recognise the role parents and carers play in guidance through arrangements to inform them about all related issues and by involving them as partners in the process
- They reach agreement with all those working with young people in the school to act in accordance with this Code of Practice and local quality standards for lifelong learning

Gatsby Foundation Career Guidance Benchmarks

Good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them. In 2013 Sir John Holman was commissioned by the Gatsby Charitable Foundation to research what pragmatic actions could improve career guidance in England and subsequently he developed the Good Career Guidance Benchmarks for schools to use as a framework for improving their careers provision and covering different dimensions of good career guidance.

The Benchmarks

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 education
8. Personal guidance

A stable careers programme

Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

Learning from career and labour market information

Every pupil, and their parents/carers, 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

Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's career programme should embed equality and diversity considerations throughout

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

Encounters with employers and employees

Every pupil 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

Experiences of workplaces

Pupils should have first-hand experiences of workplace through work visits, work shadowing and/or work experience of career opportunities, and expand their networks if relevant to the courses they are taking

Encounters with further education

All pupils should understand the full range of learning opportunities that are available to them.

Personal guidance



Every pupil 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. They should be expected for all pupils but should be timed to meet their individual needs



PLAN FOR ALUMNI

Background details

Alumni are a very important element in a stable and inspiring careers programme. Plan the direction of Alumni programme to encourage alumni to stay in touch with the school for example acting as mentors, visits, work experience etc

Intended learning outcomes

How to create opportunities for Yesodey Hatorah alumni to meet students and work with them. Invite alumni to speak to pupils on career topics as well as shyness and bullying. Feedback forms and verbal feedback from all participants

Methods of collecting data

Build/manage the alumni database

Alumni Reunion/Events

Needs discussion as to how to achieve the maximum impact through alumni activities and follow up