

# **Handsworth Grange Community Sports College**

## ***Careers Policy***

**(Incorporating the Careers Programme  
outcomes at HGCSC)**



Date Written: July 2018

Amended: n/a

Review Date: July 2019

LT Responsibility: Paul Rockliffe

Governor Committee: Pupils, Parents and Community

## **1. Purpose**

HGCSC is committed to career learning and development and it intends to fulfil its statutory obligations. It supports the school's overall vision and is linked to the School Improvement Plan. Governors and senior leaders have a key role in developing and approving the policy and this process ensures a high profile and a secure place for CEIAG within the school curriculum.

## **2. Commitment**

Please refer to the Careers Entitlement Statement.

The School is committed to providing all its students with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance.

It is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies. HGCSC is committed to gaining The Sheffield Quality Standard for Careers Education, Information, Advice and Guidance (Gold Award).

## **3. Management**

A senior leader has strategic responsibility for CEIAG, Mr Paul Rockliffe (Assistant Headteacher). He is also the Careers Leader. The school has responsibility for securing its external careers guidance service, and engages the services of an Independent Careers Guidance Adviser, Ms Amy Cooke, through Sheffield Futures, for 1 day a week.

The senior leader/ Careers Leader will ensure staff who deliver CEIAG have access to relevant training. The senior leader/ Careers Leader will review and evaluate the provision with all stakeholders including young people and the external IAG service, taking into account the school's destination measures.

## **4. Curriculum**

Careers guidance is supported by the work form tutors do in tutorial time. All staff are involved in guidance to an extent e.g. support during the selection of KS4 options and UCAS Progress applications. We are also well supported by our qualified and impartial careers adviser who is in school for one day each week. Careers guidance interviews takes place on a one to one basis for students and those who request a careers appointment and is an aspect of the school's pastoral/careers guidance. Careers information and resources are available in school for students to access.

Our CEIAG programme aims to guarantee all students who leave HGCSC at the end of Year 11 have an offer of a place to move onto. This is achieved through the purchase of a UCAS Progress account for every Y11 student, and a taught programme, individual guidance and tracking which helps them to make applications.

## **5. Relationship to other parts of the curriculum and other policies**

Careers education is conducted in accordance with the School's equal opportunities policy and other relevant policies. The whole school remit of careers is recognised and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum.

## **6. Equal opportunities**

HGCSC is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

At special events such as the Year 9 options evening, Y11 information evening, post 16 evening and Y6 open evening we aim to give parents and pupils a view of young, successful career women and men. The destinations of our leavers are closely monitored and younger pupils informed so that we are aware of trends and opportunities.

## **7. Career programme outcomes**

### **Y6 transition provision includes:**

- A careers lesson for every Y6 as part of their transition day activities.

### **Key stage 3 provision includes:**

- Allotted time through tutor time for self-development focussing on lifestyle and progression.
- Direction towards careers resources available in school.
- Assemblies and other information on KS4 options, including vocational and alternative courses.
- Taster sessions for all KS4 option subjects that they have not previously studied at KS3.
- Appropriate career and aspiration based activities/ assemblies.
- Cross curricular displays highlighting appropriate career pathways.
- Individual pathway/options interviews with a member of senior staff.
- A structured and intensive programme of support and guidance for selecting KS4 options.
- Targeted offsite provision where appropriate.

### **By the end of key stage 3/ transition all students will have:**

- An awareness and understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work.
- An increased understanding of the full range of 14-19 opportunities for progression.
- An awareness and understanding of some of the qualities, attitudes and skills needed for employability.
- Had the opportunity to access and use online careers resources to research information about opportunities and apply their findings to help make informed choices for KS4 options.
- Received detailed and appropriate support, advice and guidance on KS4 options.
- Been supported in their application to their chosen KS4 options.
- Attended assemblies, practical sessions and teacher led advice sessions relevant to KS4 option choices.
- Had an individual options interview from senior members of staff to support them in their decisions regarding KS4 option choices.
- An enhanced awareness of economic issues and how best to manage and overcome them.
- Individualised plans for progression and transition between key stages for the most vulnerable and SEND students.

### **Key stage 4 provision includes:**

- College/ sixth form presentations.
- Career-based presentations.
- MAT Y12/13 peer support and guidance for sixth form applications.
- Careers interviews for every KS4 student.
- Information on college open days.
- Support with completing UCAS Progress application and access to computers.
- Business day, including enterprise activities and career based sessions from alternative providers.
- Supported personal statement sessions within allocated tutor time.
- Parent evenings and some assemblies are supported by external, independent careers advisor.
- continued monitoring and support for vulnerable students.
- Individualised plans for progression and transition between key stages for the most vulnerable and SEND students.
- Individual mentoring for identified vulnerable and SEND students.
- Targeted academic intervention to support achievement for those identified.
- Independent careers support, guidance and awareness through subject areas across the curriculum.
- Post 16 opportunities evening involving college and other external providers.

- Targeted offsite vocational placements where appropriate.
- Completion of Education Health Plan (EHCP) for SEND students to aid progression.

**By the end of key stage 4 all students will have:**

- Enhanced self-knowledge, career management and employability skills.
- Effectively used ICT software and other sources of advice to investigate and explore future choices and progression routes.
- Been given direct access to employers, colleges and training providers.
- Been given guidance to help identify a range of post 16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete their UCAS Progress application.

**8. Monitoring, evaluation and review**

The careers programme is monitored regularly and amended. Pupils’ and parents’ opinions are actively sought and included in the evaluation and review. HGCSG will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at all transition stages.

In order for our evaluation of the Careers Programme is thorough, we use the Compass and Tracker digital tools from Sheffield Futures.

**9. POLICY REVIEW**

Compiled by ( <i>print name</i> ): PAUL ROCKLIFFE	Approved by Governing Body ( <i>print name</i> ): E.Underwood
Signature:  <i>P.Rockliffe</i>	Signature:  <i>E.Underwood</i>
LT Check and approval: Yes	FPHS PPC <b>TLS</b> S GB
Date: 15 <sup>th</sup> July 2018	Date: 15 <sup>th</sup> July 2018
Revision Number: 0	Next Review Date: July 2019

