

# Stretford High School



## Careers Policy

**2023-24**

<b>Ratified by the T &amp; L Committee Governors</b>	<b>December 2023</b>
<b>Review Date</b>	<b>December 2024</b>

## **Introduction**

Our School vision is CARE: Community, Aspiration, Resilience and Education. This vision underpins the delivery of our Careers programme.

Through a planned programme of activities; Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Stretford 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.

The school is proud to have been awarded the Quality in Careers Standard in October 2020 (valid until July 2023), which clearly demonstrates the school's ongoing commitment to:

- Providing a planned programme of activities to which all students from Years 7 – 11 are entitled which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance
- Meeting the eight Gatsby benchmarks of good careers guidance, which are:
  - A stable careers programme
  - Learning from career and labour market information
  - Addressing the needs of each pupil
  - Linking curriculum learning to careers
  - Encounters with employers and employees
  - Experiences of workplaces
  - Encounters with further and higher education
  - Personal guidance.

## **Aims and purpose**

- To prepare students for the transition to life beyond secondary school (higher education and the world of work)
- To support students in making informed decisions which are suitable and ambitious for them
- To provide students with well-rounded experiences
- To develop characteristics e.g. social skills, communications, innovation, resilience and leadership which support high achieving students in the curriculum and their careers
- To inspire and motivate students to develop their aspirations
- To use destination data to inform curriculum planning

## **Statutory requirements and recommendations**

- The careers provision at Stretford High School is in line with statutory guidance developed by

the Department for Education.

- This states that all schools should provide independent careers guidance (which includes technical qualifications and apprenticeships) from Years 7-13 and that this guidance should:
  - Be impartial
  - Include information on a range of pathways, including university options or apprenticeships
  - Be adapted to the needs of the student

### **Careers Provision at Stretford High School**

#### All students have access to the following:

- Extra-curricular clubs and trips which support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs and opportunities is available on the school website.
- Employer encounters, higher education and apprenticeship talks are delivered on a range of careers that inspire and motivate the students. These are offered to all students in the school.
- All students have access to a Careers Advisor
- All students have access to the careers curriculum that runs through years 7-11
- All students can access their own encounters and undertake careers planning through the Unifrog platform

#### Students with Special Educational Needs or Disabilities (SEND):

- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate

#### Students in receipt of Pupil Premium funding:

- Personalised support will be given to these students, and they will receive their first careers appointment in Year 10.

#### Looked After Children (LAC)

- Looked after and previously looked after children (PLAC) receive a 1-to-1 interview with a Careers Advisor every year from Year 7-11 to ensure that the relevant support is in place for their desired pathway.

#### Connexions:

- Connexions are our impartial careers advice service, and they work alongside leaders who have responsibility for careers in the school. Connexions work with leaders to support the Careers Development Plan annually for the school.

#### Faculty requirements:

Each faculty will complete the following over the course of the academic year:

- One key stage 3 professional encounter per year group
- One key stage 4 professional encounter per year group
- One encounter with further education per year (this includes T-levels and apprenticeships)

#### Risk of NEET indicators (RONI):

Leaders responsible for careers and pastoral care will meet annually to discuss the students that are most at risk of becoming NEET based on the following factors:

- Attendance
- Pupil premium
- SEND
- P/LAC
- Behavioural difficulties
- Personal disruption
- Offending or at risk of offending
- In care/care leaver
- Recent close family bereavement
- Late starter to school

Students who are most at risk will receive personalised support based on circumstance.

#### All pupils by the end of Key Stage 3 will have:

- Financial capability skills which are embedded into the Year 9 EE curriculum
- Received a range of encounters with different employers and education providers in a range of subjects.
- Experienced careers education that is part of the curriculum, focused on personal development, labour market awareness, educational pathways (including T-Levels and Apprenticeships).
- Accessed careers information and developed their own portfolio of experiences using the Unifrog platform.
- Made links between subjects and careers at the options evening/careers marketplace.
- Received options information that has direct links to potential careers.
- Visited a University to gain and understanding of how the system works and increase aspirations

#### All pupils by the end of Key Stage 4 will have experienced/received:

- Weekly form time activities that showcase a range of careers, provide labour market

information or provide support with securing work experience placements.

- A one-to-one careers discussion with our impartial Careers Advisor following which a detailed action plan is written and shared with the student.
- Work experience. The students will have received extensive application support with key opportunities advertised to all.
- Application support. A level, T level and apprenticeship applications are completed during curriculum time with the support of teachers.
- A written reference for all students which is accompanied by internally ratified predicted grades.
- Support in writing personal statements during curriculum time.
- A one-to-one mock interview with an external professional that includes immediate feedback.
- A range of local education providers delivering assemblies on the options that are available to year 11. This includes establishments that offer routes in A-levels, T-levels and Apprenticeships.
- A one-to-one with their form tutor to discuss current progress and the intended pathway in year 12.
- A second careers appointment upon request.
- A Post 16 educational visit to gain an understanding of college life and increase student aspirations

#### Alumni:

Alumni are encouraged to deliver careers talks and share their profession, career path and further education with current students. Alumni also speak at careers events and offer work experience placements.

#### Work Experience Provision at Stretford High School:

- The aim of work experience is to provide an opportunity for all students to learn in the workplace; an experience that cannot be replicated in the school.
- All students are offered the opportunity of a 1-week work experience placement during the summer term of year 10.
- The overall organisation of work experience is undertaken by a team of people that includes Careers Lead, Connexions, Student Services, The Year Team, EE department and Key Workers.
- The students are encouraged to organise their own work experience.
- Parents/carers are informed and communicated with throughout the process and a work experience agreement form and work experience form are completed.
- The above-named team checks that the placement meets the schools' requirements, the students will be treated fairly, and they will undertake meaningful work.
- All students will take part in 'Keeping myself safe on work experience' in the weeks leading up to their placement during curriculum time.
- All staff are trained to understand potential risks of a work experience placement and the procedures that follow any concerns.
- All students on placement are covered by the employers' insurance and places of work are risk assessed.

#### **Parent Entitlement:**

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and support for parents through parent information evenings including choosing options marketplace, options 1-1 evening, careers marketplace and parents' evenings.
- In addition; during traditional parents' evenings, parents are supported with workshops giving them key information on their child's transition from KS3 to KS4, from KS4 to further education and workplace options and on the work experience process.

#### **Provider Access:**

This statement sets out the school's arrangements for managing the access of Providers to students at the school for the purposes of giving them information about the Provider's education or training offer.

Students in year 8-11 are entitled:

- To find out about technical qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local Providers about the opportunities they offer, including technical education and apprenticeships.
- To understand how to make applications for the full range of academic and technical courses.
- A Provider wishing to request access should contact the Careers Service at Stretford High School through the Main School Office
- Several events, integrated into the school's careers programme and careers curriculum will offer Providers an opportunity to come into school to speak with students and/or their parents/carers.
- The school will ensure an appropriate venue and support is provided through the Leader who has responsibility for careers.
- Providers are welcome to leave a copy of their prospectus or other relevant literature for the Careers Advisor and Librarian.

#### **Monitoring and Evaluation:**

- The Leader responsible will work alongside GMCA to develop a careers plan that continually meets The Gatsby Benchmarks.
- The leader responsible will work alongside GMCA to complete a termly COMPASS+ evaluation which will measure our progress against The Gatsby Benchmarks
- An evaluation of the data recorded via Compass+, destinations, trips, expedition participation and attendance at careers talks, will enable measurement of success.
- A careers survey will be carried out in the summer term to inform planning of the subsequent year.
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#### **Key Partnerships**

Good working relationships are currently held with the following providers:

- Greater Manchester Combined Authority
- Trafford Housing Trust
- The Manchester College
- Xaverian College
- Manchester Metropolitan University
- University Academy 92
- Trafford College
- Salford City College Group
- HAYS recruitment
- Access Creative
- BBC Bitesize
- A range of regular professionals
- Greater Manchester Learning Provider Network (Apprenticeship Support)
- Manchester United Foundation

It is the responsibility of the Careers Lead to maintain these relationships and use their support to provide a broad and balanced careers offer.

**This policy should be read in conjunction with the following policies:**

- Curriculum policy
- Teaching and learning
- Equal opportunities
- Health and Safety
- Special Educational Needs and Disabilities

#### **Careers Personnel/ Roles and Responsibilities:**

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher Education Providers and employers are used to support the curriculum from KS3, through to KS5 transition.

Jennie Edwards – Assistant Headteacher with responsibility for careers

Philippa Latham – Teaching and Learning Responsibility

Christopher Hirst – KS4 curriculum implementation

Peter Lovatt – Connexions Advisor

## Appendix 1 Careers programme

Year Group	Autumn Term	Spring Term	Summer Term
Year 7	9 week block of career lessons. Students will use Unifrog to research a variety of careers. They will identify their own strengths and skills and match them to careers. Students will develop workplace skills such as; communication, teamwork and creativity through a group project.	9 week block of career lessons. Students will use Unifrog to research a variety of careers. They will identify their own strengths and skills and match them to careers. Students will develop workplace skills such as; communication, teamwork and creativity through a group project.	9 week block of career lessons. Students will use Unifrog to research a variety of careers. They will identify their own strengths and skills and match them to careers. Students will develop workplace skills such as; communication, teamwork and creativity through a group project.
Y7 Enrichment Activities	University interaction across the year.	Career assembly from external speaker for all of year 7. STEM event	8 Ways to be Great celebration with professional business people
Year 8	9 week block of career lessons building on students' understanding of 'soft skills', encouraging them to develop these through independent and group tasks. Use Unifrog to study career pathways and understand jobs of the future and the skills relevant to those.	9 week block of career lessons building on students' understanding of 'soft skills', encouraging them to develop these through independent and group tasks. Use Unifrog to study career pathways and understand jobs of the future and the skills relevant to those.	9 week block of career lessons building on students' understanding of 'soft skills', encouraging them to develop these through independent and group tasks. Use Unifrog to study career pathways and understand jobs of the future and the skills relevant to those.
Y8 Enrichment Activities	Career assembly from external speaker	Career Encounters across subjects. Digital Workshop for selected students. STEM event	8 Ways to Be Great networking lunch. Science Career Day run by a range of external business professionals
Year 9	9 week block of career lessons focusing on learning skills to gain a First Aid qualification. Students develop their knowledge of a wide range of careers in Medicine and Health.	9 week block of career lessons focusing on learning skills to gain a First Aid qualification. Students develop their knowledge of a wide range of careers in Medicine and Health.	9 week block of career lessons focusing on learning skills to gain a First Aid qualification. Students develop their knowledge of a wide range of careers in Medicine and Health.
Y9 Enrichment Activities	Career Market Fair for parents and students	Inspirational Speaker pre options. Subject Options Evening with links to Careers and external presenters from Further Education. STEM event & Medical talk	Duke of Edinburgh Bronze Award
Year 10	NCS present at Parents Evening. Career Market Fair	Getting placements for work experience. Future Job Market assembly	1 week work experience. Mock interview with business person on career day. Create a CV. Start 1:1 interviews with Connexions. Taster session at Salford College
Year 11	Double lesson of EE working through college application forms and Personal Statements. Assemblies from different business/providers, Sixth Form and Further Education. 1:1 interview with Connexions. College open days visits. Career Market Fair	Information through EE lessons on apprenticeships. Preparation for college interviews. 1:1 interview with Connections. Professional contact working with individuals who have applied for Apprenticeships. NCS present in assembly/EE lessons.	Join the SHS Alumni.



## Appendix 2 KS3 Careers Lessons

We run bespoke career lessons throughout years 7, 8 and 9, where pupils can learn about the World of work, get an understanding of their own personal strengths when working as a team and develop essential skills, such as First Aid and how to research their future pathways. Please see below the overview of these lessons.

### Year 7

Year 7 Curriculum Overview	Topic	Unit content
Term 1/2/3	Introduction to Careers	In Year 7 we begin with a self-analysis, identifying strengths and interests, what type of learner students are and where their skills lie. We discuss aims and ambitions and research how these career goals may be achieved. Lessons then broaden out to give students a taste of a variety of different career fields and job roles within these, allowing students to become aware of possibilities they may never have considered or even heard of. Students develop transferable workplace skills such as; communication, leadership, teamwork and creativity when they are set a design brief to follow for a particular product.

### Year 8

Year 8 Curriculum Overview	Topic	Unit content
Term 1/2/3	World of Work	In Year 8 we introduce 'soft' skills to students encouraging them to identify strengths and areas to improve. Tasks are built into lessons to provide development of these skills. We explore communication, problem solving, teamwork and presenting, building students confidence in these skills. We focus on real life work examples to engage students. We use Unifrog to track students' progress. Students get an opportunity to research 'Jobs of the Future' looking into the potential career trends that will develop and how their interests and skills match these.

### Year 9

Year 9 Curriculum Overview	Topic	Unit content
Term 1/2/3	Basic First Aid	The First Aid course that we run is an award-winning course (UK Heartsafe Education Award Winner 2018). The course is delivered by qualified First Aid Instructors who are allowed to issue First Aid certificates when students have successfully completing the unit.
		The 8-week course also links into our careers unit and it incorporates skills that we need in the world of work.
		Week one – What is the point of First Aid? (Primary Survey, Secondary Survey, Recovery Position)
		Week two – CPR
		Week three – AED machines
		Week four – Burns and Scalds
		Week five – Wounds and Bleeding
		Week six – Practical exam
		Week seven – Learning Log part one; Why does First Aid Matter?
		Week eight – Learning Log part two; How does First Aid link into potential careers?