



## Careers Policy

### Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils and students at Upton Hall School. Effective careers support is a vital part of the curriculum and helps to prepare young people for the opportunities, responsibilities and experiences they will encounter as they prepare for transition within school or their transition to post-16 destinations, post-18 destinations and beyond. As options for young people become more varied and complex, it is vital that we support our pupils and students to develop the knowledge and skills they need to make informed choices for their future. Whilst the structured programme is clearly defined, it is incumbent on all members of staff to take the opportunities, when they arise, to support the delivery of CEIAG provision both within and beyond the taught curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

### Aims and objectives

The Upton Hall Careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their time at school
- present information in an impartial manner
- provide information on the range of education or training options
- ensure students' readiness to take their next step in their learning or career.

The careers programme is designed to meet the needs of students at Upton Hall School. It is differentiated and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. Pupils are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and is based on a partnership with pupils and their parents /carers.

Upton Hall School is a member of the Liverpool City Region Careers Hub. As a member of the Careers Hub we are actively working towards the recommendations of the Gatsby Benchmarks.

The objectives for the careers programme are to:

- help students to understand the changing world of work;
- facilitate meaningful encounters with employers for all students;
- support positive transitions to all appropriate post-16 and post-18 destinations;
- enable students to develop the research skills to find out about career opportunities;
- encourage participation in continued learning, challenging the young people to identify their route to a future career via, apprenticeships or further and higher education;
- support inclusion, challenging stereotyping and promoting equality of opportunity;
- contribute to strategies for raising achievement, particularly by increasing motivation.

## Statutory Requirements

The careers provision at Upton Hall School is in line with the statutory guidance developed by the Department for Education which requires all schools have a legal duty to provide independent careers guidance from Years 8 -13.

This guidance should:

- be impartial, showing no bias or favouritism towards a particular institution, education or work options
- include information on a range of pathways or training options, including apprenticeships and technical education routes
- promote the best interest of the students to whom it is given

In addition, the school is compliant with the statutory careers guidance 'Careers guidance and access for education and training providers' (DfE 2023). This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is available in the Provider Access Policy.

The Careers Leader is Mrs Kate Douglas who can be contacted at [kdouglas@uptonhall.org](mailto:kdouglas@uptonhall.org)

## Student Entitlement

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on personal and social development; learning about careers and the world of work; and developing employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices for Key Stage 4 and beyond into their post-16 destination
- access to up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- formal careers lessons covering employability skills, post-16 options, the world of work, the job market and the skills needed for the future
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, Careers Week activities, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations (six provider encounters required as statutory); this could include visits and taster days, as well as assemblies, talks and meetings at school.
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff
- access to one-to-one guidance with the career's adviser to pupils in all year groups on a drop-in basis, to selected pupils in Yr9 and Yr10 and all pupils in Year 11 by appointment and on a staff referral or self-referral basis for students in Yr12 and Yr13.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

## Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Parents are kept up to date with career-related events and activities through the Parent

Information Evenings, the curriculum booklets and the school newsletter. Parents will be encouraged to make contact with Mrs Douglas should they have any questions or concerns.

### Equal Opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. All members of staff work to facilitate early identification of students requiring additional support, with no limit placed on how many times a student might see the careers adviser. Where appropriate the careers adviser will work with the SEND Coordinator to support Education, Health and Care planning which supports pupils who may be facing other challenges.

### Monitoring and evaluation

The careers programme is monitored by the Careers Leader and the Curriculum Deputy. When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The provision is monitored through a range of processes including:

- the Careers and Enterprise Compass Tool to assess provision against the Gatsby benchmarks. This allows us to quickly and easily assess our strengths and find areas for improvement.
- the Careers Development plan
- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers sessions
- gathering informal feedback from external partners and from parents
- quality assurance of careers input
- student destination figures post-16 and post-18

The policy will next be reviewed in February 2023.

### Delivery of the programme

Please refer to the Careers and Employability Strategy and also the Careers Programme

### References

This policy should be read in conjunction with

- the Curriculum policy
- the SEND policy and Information report
- the Careers programme
- the Careers and Employability Strategy
- the Provider Access programme