



Policy Document

Area: Careers Policy

Date written	January 2020
Reviewed by	Amanda Sheppard and Judith Hickey
Approved by Headteacher	
Approved by Governors	
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Aim of the policy

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

School curriculum aim

Our aim is to encourage our students how to learn and think for themselves, to be creative and innovative thinkers in their response to problems and to understand how to use a range of sources to find solutions and finally to apply what they are learning to real life and work situations.

The hope is that the knowledge and skills developed through this programme of study will help students to develop their knowledge and skills needed to lay the foundations for future employment.

Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 14 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

Student entitlement

All students at Highfield School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

Management of provider access requests

Procedure

Any provider seeking access should refer to the opportunities for access below. They should submit in writing a request outlining the specific opportunity they wish to access and why this would be appropriate for students at Highfield School. This should be sent to the AHT responsible for the Key Stage

Key Stage 3

In Year 7 we study 2 modules over the term of Employability vocational option

- Self-awareness
- Demonstrate an understanding of what skills and qualities are
- List personal skills and qualities
- Identify hobbies and interests
- Recognise the skills and qualities needed for familiar jobs
- Match skills and qualities with job requirements
- Identifying and Investigating Jobs
- Identify/explore a variety of jobs
- Investigate a variety of jobs and job roles;
- Within the school
- Of family and friends
- Within local organisations
- Within the wider community

In Year 8 we study 3 modules over the term of Employability vocational option

Why Work?

Discuss what is work and understand the reasons why people work

Explore how the world of work has changed over a period of time;

- Types of jobs available
- Technological changes at home
- Technological changes at work
- Identify a range of working patterns.

The Good Employee

Identify the personal skills and qualities of a good employee

Become aware of the acceptable/unacceptable behaviour and dress in the workplace

Become aware of the basic rights and responsibilities of

- An employee
- An employer

Develop an awareness of health and safety in the workplace

Decision Making

Identify a number of decisions they make each day

Recognise the importance of making informed choices

Examine the consequences of choice and the effects on self and others

Consider the factors that influence choices and decisions

Recognise the need to plan ahead and demonstrate planning skills

Understand the planning process

In Year 9 we study 3 modules over the term of Employability vocational option

Lifelong Learning

Become familiar with the concept of Lifelong learning
Recognise the need to begin planning for the future now
Consider how to make future plans a reality by setting goals and targets
Use ICT to gather information
Develop communication and presentation skills.
Environmental Considerations
Gain an awareness/understanding of the terms Reduce/Reuse/Recycle
Become aware of the job opportunities created by Reduce/Reuse/Recycle

Local and Global Settings

Investigate a variety of local and global products and jobs
Investigate how local and global organisations impact on the community
Enterprise and Entrepreneurship is studied between October Half Term and Christmas for the students who are in the Employability vocational option.

Key Stage 4

In Year 10 we study 3 modules over the academic year

About Me and Work –

Review, list and record personal skills, qualities and achievement
Match skills, qualities and achievements with specific jobs
Identify opportunities for employment in relation to skills, qualities
Achievements and understand the rights and responsibilities of employers and employees

Opportunities

Identify opportunities for employment in the local area and the North
Understand globalisation in terms of export and import
Identify advantages/disadvantages of going to work abroad

Self-Employment and Social Responsibility

Understand why people chose to become self-employed
Identify opportunities for self-employment in the local area and the North
Understand social responsibility is and the reasons for it
Recognise opportunities for enterprise activities in school

In Year 11 we focus on transition and preparation for Post 16 over the year

Transition - Preparation for Post 16

Review, list and record personal skills, qualities and achievements.
Review steps necessary for career planning
Identify methods of recruitment and selection
Develop a personal career plan based on relevant information and guidance
Identify and select relevant information to complete recruitment documentation e.g. application form and CV
Experience the world of work first hand
Identify opportunities for Lifelong Learning
Entrepreneurship is studied between October Half Term and Christmas for the students in Key Stage

4 – they create games for the Christmas fayre to raise money for school funds.

In Summer term Key Stage 4 students create tasks over alternative years for a Crystal Maze Activity Day or Cardboard Arcade Day.

These days encourage team building, problem solving, working under pressure and confidence building, all skills that future employers look for.

Post 16

In Post 16 a bespoke package of employability and enterprise activities has been developed and targeted at individual groups according to need.

Post 16 continue and consolidate experiences from both KS3 & 4. Students then develop these skills and apply to a live context. Depending on the ability and aspirations of the students will lead to opportunities to access “real-life” work, examples currently available to us are Morrisons, McDonalds, Holliday Inn, in-house opportunities are in the school kitchen, administration, library, laundry service and Café.

Alongside work experience and employability-based activities, students also participate in a wide range of enterprise activities, which include but not limited to: Breakfast Baps, smoothies, paninis, soup, fruit salad, jacket potatoes, “specials” to sell in the café, car washing and Christmas fair enterprise.

Granting and refusing access

When considering provider applications for access the following will be considered:

- *The reputability of the provider*
- *The needs and aspirations of the pupils attending the event*
- *The safeguarding duty of the school*
- *The Careers curriculum and where the provider offer would most complement this.*
- *The school's duty to remain impartial*
- *Advice, if required, from Targeted Information Advice and Guidance (TIAG)*

While the school reserves the right to grant or deny access, Highfield School will always seek to provide the broadest offer possible to students. If denied access the provider will receive a response, in writing, confirming the decision around why access is deemed unsuitable at this time.

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to the Safeguarding Children and Vulnerable adults' policy and the School's external speaker policy at all times whilst working with pupils and staff at Highfield School.

Premises and facilities

When providers are granted access, they may request equipment by contacting Debbie Lunn, Personalised Communication Lead. The location of the event will dictate the availability of equipment.

At Assemblies or workshops- a room will be booked within school, audio-visual equipment (plasma screen) will be made available and technical support can be on hand. At larger event, providers will get a station to base themselves on with access to electricity but the school will be unable to provide audio visual equipment to large numbers of providers.

Providers are able to leave a small number of prospectus within school for reference. These will be located within the Post 16 common room for students to access.

Links to other policies

Other policies you may find useful to your application can be found on the school website These include but are not limited to:

- *Safeguarding/child protection policy*
- *Careers policy*
- *Curriculum Documents*

Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by **Judith Hickey Assistant Headteacher KS4 and Amanda Sheppard Assistant Headteacher Post 16** on an annual basis. At every review, the policy will be approved by the **Headteacher**