

# Careers Guidance Policy

## Introduction

*“Career advice makes a difference... Good advice doesn't just transform lives; it transforms our society by challenging the pre-conceived ideas about what each of us seeks and what all of us can achieve.”*

John Hayes, Minister of State, Education, Skills, and Lifelong Learning [2010]

*“For young people and adults, having access to high quality and improved career support services has become more important than ever.”*

Dr Deirdre Hughes, OBE Chair of the National Council for Careers 2012

At Vibrance, we are aware of the changing world of work, the economic climate, and the effects that this has on both employers and employees. Future employees need to have the ability to:

- be innovative in their approach to solving problems
- demonstrate initiative
- communicate well with others, regardless of the situation
- work effectively as part of a team and independently
- demonstrate a flexible approach to cope with uncertainty and change
- re-invent themselves, continually learn and develop professionally to remain in employment

Therefore, students need a planned programme of activities to enable them to:

- gain the knowledge, understanding, skills, attitudes, and attributes required to make informed choices regarding their 14 -19 pathways
- manage their careers
- sustain employment throughout their lives

All students have a statutory entitlement to receive impartial career guidance, including access to career services and various up-to-date resources and information. It is paramount that those who teach and support students understand and can explain the different progression routes to all students. This further extends to staff engaging in meaningful discussions with students regarding the choices available to them at crucial transition points in their education. To support all students on their journey, we must provide personalised, impartial Careers Education, Information, Advice and Guidance of the highest quality. In addition, Vibrance is compliant with the careers guidance that the government set out for delivery on 5 January 2018: 'Careers Guidance and Inspiration for Young People in Schools.' This states that all must allow education and training providers to talk to students about approved technical qualifications and apprenticeships.

## Aims

Vibrance aims to:

- Increase motivation and aspirations by increasing achievement, developing skills, and growing confidence and self-esteem.
- Promote equality and support inclusion, allowing all students access to opportunities regardless of background, ability, race, or sex.
- Meet the needs of all students through appropriate differentiation and personalised intervention and guidance.

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- focus students on their ambitions, aspirations, and futures
- develop enterprise and employability skills
- encourage participation in continued learning and inspire lifelong learning, including opportunities and guidance on accessing higher and further education
- reduce withdrawals from courses, training, and career pathways
- contribute to the economic prosperity and economic awareness of individuals and communities
- seek feedback from staff, students, parents, and carers to review and improve our programmes and practice continually
- provide access to the local community, local businesses, and industries
- provide up-to-date information on the labour market
- provide access to a range of career information using visitors and guest speakers

## Commitment

Vibrance is committed to providing a planned career education programme and information, advice, and guidance for all students. We use the National Framework and the PSHCE Association's PSHCE Curriculum to support all students. We are committed to providing a highly personalised programme that is differentiated to meet the individual needs of all students, thus allowing all students to be challenged, supported, and guided to achieve their goals. We are fully committed to achieving the highest standards.

## Implementation: Roles and Responsibilities

### Leadership

The Career Advisor and well-being team- will take responsibility for the leadership and oversee the agenda through the PSHE / careers programme of study, Tutor time and Study Skills programme.

The senior leader plans, monitors, and evaluates programmes. Career information is available from the Careers Library and external providers who attend workshops, parents' evenings, and careers conventions.

### Curriculum

Our curriculum provides a breadth of opportunity for students across the full ability and age range. The curriculum includes:

- Careers Education activities are delivered through the PSHE Careers, Enterprise, and Financial Wellbeing strand of the PSHE programme, assemblies, curriculum subject areas, and STEM activities that focus on developing skills used in the workplace.
- Individual interviews/discussions, target setting and action planning
- Use of rewards to develop and reward the development of employability skills
- Work Experience
- Access to college link courses
- Links with local industries, i.e., Army
- Opportunities for developing enterprise

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## Equality and Diversity

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 without stereotypes. All students are provided with the same opportunities, and diversity is celebrated.

## Assessment

Students' intended career learning outcomes are based on the Careers Education Framework and are assessed using assessment for learning (AfL) techniques. Students are given verbal feedback and opportunities for self and peer evaluation.

## Staff Development

Line management meetings identify staff training needs. Vibrance will endeavour to provide staff with training opportunities.

## Provider Access

This statement sets out the arrangements for managing providers' access to students to give them information about the Provider's education or training offer. This complies with the School's legal obligations under Section 42B of the Education Act 1997.

Students in Years 8-11 are entitled to the following:

- To find out about technical education 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 Advisor.

## Monitoring, Review and Evaluation

The monitoring, review, and evaluation of career education takes place as follows:

- Careers education within PSHE is reviewed annually through student voice and staff, parent, and visitor evaluations.
- Students are regularly given the opportunity to provide feedback on the variety of activities and experiences they have had, such as the option selection process.
- Evaluation and review of career activities.
- Monitoring takes place through updates on the Improvement Plan.
- FE providers and local businesses/industries that contribute to events, such as Pathways Evening, are offered the opportunity to provide feedback.
- Student and Parent Voice questionnaires are used to monitor, inform, and support our review process.
- Students in Year 11 can have bi-monthly meetings regarding career

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- aspirations and possible post-16 pathways.
- Additionally, students are encouraged to speak to the careers adviser or arrange a meeting whenever necessary to discuss post-secondary outcomes prior to making an application. This is to promote preparation and a level of initial comfort with future transitions.