

Careers Policy

1. Aims

The future can be a very daunting thought to many people, when thinking about careers, independent living and the development of future relationships. Here at Wolfdale our aim is to support and empower students to explore possible opportunities in the future, considering their passions through self-exploration. Supporting them to develop transferable work skills to equip them in the ever-changing labour market.

This will be achieved through our tailored programme involving both academic and vocational activities, community projects, and through careers advice & guidance.

Wolfdale School has several statutory duties in relation to the career guidance (DfE careers guidance and access for education and training providers January 2023).

This includes the following:

- Use the Gatsby Benchmarks to improve careers provision.
- Appoint a named person to the role of Career leader.
- To publish details of the career programme for students, their parents/ guardians and employers.
- Raise students' awareness of future options.
- Provide access to inform them about technical education and apprenticeships.
- Introduce a minimum of 6 provider encounters of high quality (Through the Skills Act 2022)
- Education, Training and Employment.
- PSHE/ Enterprise/ Career lessons: rights and responsibilities at the provider and at work, and as citizens and consumers in the community, benefits/ money, housing, health, sex and relationships, self-awareness, self-advocacy skills, safety, British values, career planning skills, spiritual, moral, social and cultural development, sustainable development.

Careers Guidance will be provided internally by a registered CDI professional, through the partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and actively promote equality and diversity.

Current Labour market information will be adapted to student lesson and guidance activities, using the governments Skills and Productivity Board.

2. Content

Commitment

Wolfdale School is committed to providing high quality and impartial Career Guidance for all students through a range of lessons / activities: PSHE, Employability, vocational session, internal enterprises, internal/ external work experience and Career Guidance interview led by a qualified practitioner.

Wolfdale School endeavours to follow:

- Careers Development Institute (CDI) careers framework 2020.
- Careers guidance and access for education and training providers (DfE, 2023)
- Any other relevant guidance from DfE and Ofsted as appropriate.
- Section 42A, 42B, 45 and 45A of the education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the school Information (England) Regulations 2008

The Gatsby Benchmarks

Following the introduction of The Governments Career long term careers strategy on December 2017, Wolfdale is committed to ensuring that the eight Gatsby Benchmarks of good practice are in place.

These benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

Student needs and entitlement

Students at Wolfdale School will benefit from:

- Access to a range of activities that inspire them, including employer talks, careers fairs, vocational session, college and university visits and access to a key worker.

- Links with local employers, to help boost attitudes and employability skills, learn about the range of roles and opportunities available.
- Work experience provision where it is appropriate and beneficial.
- Meaningful encounters with employers, helping all students learn about what work is like or what it takes to be successful at work.
- Access to advice on options available after School including supported internships, apprenticeships, further education, and opportunities available from other providers.
- Access to information, advice and guidance which is embedded in the curriculum. Students will have a tailored programme to their needs, suited to their desired outcome through timetabling. Students' will leave with a CV, face to face advice and guidance to build confidence and motivation. Information on the financial support available to them post-16. Information, including local Labour Market Information from a range of agencies to develop a smoother transition between education, further education/ work.
- The opportunity to meet with our trained internal Career Adviser. This opportunity is available to all students.

Implementation

The Careers Leader co-ordinates the career programme and is responsible to the Senior Management Team (SMT). Work experience is planned and overseen by the Careers Advisor to ensure student needs are met, alongside achieving and developing the school's targets and development.

Curriculum

The careers programme works alongside the school values to ensure a safe and supportive environment.

Tolerance is implemented within the curriculum of careers through self-exploration of the career framework. Students will learn to accept others' views and interest and develop an understanding of equality and diversity during their PSHE sessions.

Happiness Students views and wishes will be heard through career guidance interviews, student feedback on vocational sessions, taster sessions and wellbeing sessions. By providing a safe and tailored environment students will benefit from a programme driven by themselves, resulting in a happy educational experience.

Respect will be implemented through rules within the classroom and externally while on workplace and further education visits. This will be by providing clear expectation of appropriate behaviours within school and the workplace, respecting different environments and their rules.

Instructions With access to vocational sessions and external work experience, students will learn to follow rules and instructions to prepare them to progress and enter the working world.

Values will gain value in knowledge and experiences through employer engagement, vocational exploration, work placements and career learning. These experiences will be linked to the student personal goal adding value to their learning.

Excellence will be covered through the exploration of possibilities to enable students to apply their skills to future options. Giving them the knowledge of how to become their best selves through goal setting and review.

Safety will be developed by exploring budgeting & financial exploitation during career sessions. They will also have access to PSHE sessions which will explore personal safety in areas such as discrimination, SRE, radicalisation and relationships. Students will also practice practical safety skills linked to their vocational session or work placement of interest.

The implementation of the CDI & PSHE framework plays an important role in preparing students for the opportunities and challenges of life beyond education. It helps students to identify personal strengths and preferences that help them to take an active role in planning and manage their careers progress. The career programme is co-ordinated by the Careers Leader in close association with the curriculum managers, reporting to the Assistant principle.

Students have access to specialist career guidance. Alongside internal advice and guidance professional, students are also prepared to plan for future options during lessons and at their annual reviews.

Careers, information, advice and guidance (CIAG) is delivered in various ways that best meets the needs and abilities of individual students.

The CIAG content and delivery is then built around them, what the student needs to learn and the best way in which they learn. For example, learners might have the bulk of their CIAG delivered through an embedded approach via their sessions. The Medium term planning links the CDI framework throughout the key stages, providing termly themes to embed into their sessions and offering shared resources. All students develop their employability skills, and these are tracked in student folders, databridge, across the curriculum.

Experiences of vocational subjects are important in enabling students to make an informed choice as to the kind of work they want to develop their skills in. Work experiences further progress their work experiences and develop their skills.

Partnerships

Wolfdale works closely with a range of local organisations to meet the development needs of the student in relation to their aspirations. The School also has links with FE colleges to develop student awareness with regards to future pathways.

Staff development.

Staff training needs are highlighted through observation, supervisions and appraisals and the development of framework, through curriculum meetings. Staff development is tracked and overseen by HR department.

Monitoring, review and evaluation.

The careers policy is monitored and reviewed by the Careers Leader through the CEC Compass self-audit app. The CEC Tracker is used by the Careers Leader to log activities undertaken and review the effectiveness of activity to plan and develop the programme.

Related Policies:

Curriculum Policy, Equality and diversity Statement, Providers Access policy

Career guidance for education and training providers

Skills for jobs: Lifelong learning for opportunity and growth (January 2021)

Section 42A, 42B, 45 and 45A of the education Act 1997

Section 72 of the Education and Skills Act 2008

Schedule 4 (15) of the school Information (England) Regulations 2008

Policy owned by:

Name: *Careers Leader*

Signature: CD

Revision Control:

Revision Number	Page Number/s	Revision explanation	Date of change
01	Pg 3	THRIVES inputted	09.06.2021
02	1-5	Review. Links made to the new Skills for Jobs: lifelong learning for opportunity and Growth (January 2021)	28.06.2022
03	1-2	Reviewed linked legislation to support the implementation of the Careers policy	15.02.2023

Approved Sign off:

Sign needed by:	Name	Signed	Date
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Member of Senior Leadership Team	SD		April 2023
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Review Date: March 2024