



**WEST KIRBY SCHOOL AND COLLEGE**

# Careers Policy

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## **Statement of intent**

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in October 2018.

The main aims of the careers provision at West Kirby School and College are to:

- Prepare our pupils for life post-education and into their chosen career pathways
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support transitioning pupils after leaving West Kirby School and College.
- Offer individualised support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work, education and training

## **1. Legal framework**

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- The Gatsby Benchmarks
- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

## **2. Roles and responsibilities**

2.1. The Head of Post 16 and SENCO are responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 8 to Year 14
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Policy
- Providing clear advice and guidance to the Principle on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2. The Career Pathways Officer, is responsible for:

- Managing the provision of careers information.
- Liaising with the SENCO and Post 16 Head to implement and maintain effective careers guidance.
- Liaising with the PSHE leader, SALT leader and other subject leaders to plan effective careers education in the curriculum.

- Liaising with teachers, support staff, PCT staff, the SENCO and head of Post 16 to identify pupils needing guidance.
- Referring pupils to the independent careers advisor from Career Connect, Barry Thomas.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Engaging with the designated teacher for LAC, Lindsey Thompson, to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all WKS pupils and implement personalised support.
- Ensuring that WKS pupils understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature.
- Organising workshops for pupils and actively promoting the careers service in-house at Transition evenings, Parent Support Group discussion, assemblies and parents' evenings.

- Developing incentives and initiatives which actively encourage pupils to engage in the school's career service via Going for Gold scheme.
- Attending regular termly meetings with the SENCO to discuss the school's career plan
- Attend year 9 to 14 annual views to provide impartial, quality career and pathway advice
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.

2.3. Teaching staff are responsible for:

- Ensuring careers education is planned into their form's timetable.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- Referring pupils for additional careers, advice, information and guidance as and when required.

### **3. A stable careers programme**

- 3.1. The career programme in place at West Kirby School and College aims to meet the requirements of the eight Gatsby Benchmarks. The programme will be reviewed termly against the benchmarks to ensure it remains on target.
- 3.2. We have a full-time dedicated Careers Pathway Officer, to ensure the leadership and coordination of a high-quality careers programme.
- 3.3. Career Connect have been contracted to support the Careers Pathway Officer to provide individual, tailored careers guidance to pupils. The Careers Pathway Officer is Helen Shallcross, and Barry Thomas is the Career Advisor from Career Connect.

### **4. Labour market information**

- 4.1. At West Kirby School, we ensure every pupil, and their parents/carers, has access to good-quality information about future study options and labour market opportunities.
- 4.2. Pupils and parents/carers are given opportunities to meet and speak with Barry Thomas from Career Connect, face-to-face either during the term time or at Transition Evening or at Parent's Evening.
- 4.3. The school will ensure pupils and their parents/carers understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents/carers will be offered personal login's to the KUDOS website which provides advice and information on career sectors and labour market information.

- 4.4. Pupils and their parents/carers will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 4.5. The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on their future study options.
- 4.6. The school will provide pupils with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.
- 4.7. To support social mobility, we work to raise pupils' aspirations and tackle stereotypical assumptions through PSHEE and through career sessions.

## **5. Addressing the needs of pupils**

- 5.1. West Kirby School and College and College's careers programme aims to raise the aspirations of all pupils. We achieve this through a structured, supportive learning environment with an individualised curriculum, based on the concept of relevant and meaningful learning, where children and young people make aspirational progress from their starting point.
- 5.2. The careers programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 5.3. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, can consider the widest possible range of careers.
- 5.4. Destinations data will be retained by the school for at least three years.
- 5.5. Information about destinations, e.g. the percentage of pupils attending college, gaining employment or transitioning to our Post 16 in the following term, will be published on the school's website alongside the school's careers programme.

## **6. Targeted support**

- 6.1. The school are committed to working with local authorities to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be supported from a range of education and training support services available locally in the pupil's home area. For example Career Wales

- 6.2. The Careers Pathway Officer will work in partnership with the local authorities, as well as, post-16 providers to provide support and advice on transitional pathways into FE or training.
- 6.3. As West Kirby School and College and College pupils have EHCPs or Statements, the school will work with the local authorities and local post-16 education or training providers to share pupil data and ensure these pupils receive the support they require to progress and succeed in their next pathway.
- 6.4. The school will ensure that transitioning pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Pupils will be advised of how to access this funding, a link has been added to our website and who they should speak to in order to find out more information.

## **7. Meeting the needs of pupils**

- 7.1. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- 7.2. The Career Pathways Officer will work closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential.
- 7.3. The school will work with families of pupils to help them understand what career options are available. Parents/carers will be encouraged to make contact with the Career Pathways Officer to arrange a face to face meeting or telephone discussion
- 7.4. Surveys will be conducted to find out individual pupils' aspirations via KUDOS. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.
- 7.5. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 7.6. Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.
- 7.7. Annual reviews will provide feedback and input for a pupil's EHC plan on the pupil's aspirations and potential career path by good independent careers guidance from Career Connect and the Career Pathways Officer.
- 7.8. Our pupils have the opportunity to hear from adults with disabilities who have succeeded in their training paths and careers as part of the school's successful careers strategy.
- 7.9. When arranging experience of work place environments for pupils, the school will work with the employer to determine any additional support that will be needed during the experience.

## **8. Curriculum**

- 8.1. The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the Career Pathways Officer to develop the career development of young people in their role and through their subject teaching.
- 8.2. The school will ensure that every pupil is exposed to the world of work by the age of 14.
- 8.3. Pupils are expected to study the core academic subjects at GCSE, including English, maths, science, a personal preference subject and a vocational choice subject.
- 8.4. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their future study programmes up to the age of 25 or when they reach a level 3 accreditation.
- 8.5. The Career Pathways Officer will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.
- 8.6. Every year, from the age of 12, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
  - Careers events such as careers talks, careers carousels and careers fairs.
  - Transitions skills careers sessions such as CV workshops and mock interviews.
  - Employability themed sessions
  - Meet employers in the workplace
  - Visits to Colleges and/or universities

## **9. Experience of Work Place Environments**

- 9.1. The school will ensure that all pupils have had at least one experience of a work place environment by the age of 16, and one further such experience by the age of 18/19.
- 9.2. A flexible approach will be adopted for our pupils, including the following:
  - Workplace visits
  - Work experience
  - Job shadowing
  - Career-related volunteering and social action
  - Supported access where necessary

## **10. Further education (FE)**

- 10.1. Pupils are required to remain in education or training or employment with training until their 18th birthday.
- 10.2. West Kirby School and College will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.
- 10.3. Our Pupils will be encouraged to use information tools, such as the KUDOS careers website, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to 14 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 10.4. The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, Transition Evening, Career Fair etc.
- 10.5. A range of opportunities for visits from and with providers offering other options, such as FE will also be provided.

## **11. Personal guidance**

- 11.1. All pupils will be provided with opportunities for personal guidance interviews with an independent qualified careers adviser from year 8. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interviews each academic year.
- 11.2. The Career Connect Advisor and Career Pathways Officer will meet the professional standards outlined by the Career Development Institute. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the Career Pathway Officer.
- 11.3. The Career Pathways Officer working with pupils will use the outcome and aspirations in the EHC plan to focus discussions.
- 11.4. Career Pathways Officer will work with LAC or care leavers and will use their personal education plan to focus discussions.

## **12. Information sharing**

- 12.1. The school will provide the relevant information about all pupils to the LA support services including:
  - Basic information, such as the pupil's name or address.
  - Other information that the LA requires to support the pupil to participate in education or training to track their progress.
- 12.2. The school's GDPR Policy will offer pupils and their parents/carers the opportunity to ask for personal information not to be shared.

- 12.3. LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

### **13. Monitoring and review**

- 13.1. The governing board, in conjunction with the Principle, Head of Post 16, SENCO and Careers Pathway Officer, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training.
- 13.2. The Principle will make any necessary changes to this policy and will communicate these to all members of staff.
- 13.3. The next review date for this policy is July 2020.

### **14. Provider Access**

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils in Years 8-14 with access to providers of post-14, post-16 and post-18 education and training. The following statement sets out how we manage access requests from these providers.

#### **What are pupils entitled to:**

Pupils must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

#### **What Providers Can Expect:**

Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils. This will include support from education, support and therapies staff.

We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and televisions, available to providers.

Arrangements will be discussed in advance between our Career Pathways Officer.

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the Career Pathways Officer.

**Access Requests:**

Any provider wishing to access West Kirby School and College pupils discuss possible attendance at relevant event or careers sessions, please contact:

Helen Shallcross

Career Pathways Officer

Email: [hshallcross@wkrs.co.uk](mailto:hshallcross@wkrs.co.uk)

Phone: 0151 632 3201

**Annual Schedule of Events and Careers Sessions with Pupils:**

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to pupils and/or their parents/carers. We will require proof of identification and a DBS check of the individuals that requesting access. The DBS certificate for working with children and adults. Failing to provide the above certificate, may result in the access being declined or a delay in the process of accessing the pupils whilst we carry out a DBS check.

Our annual schedule of events is as follows:

<b>Year</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>8</b>	<ul style="list-style-type: none"> <li>• Weekly career sessions</li> <li>• Transition Evening – pupils &amp; parents</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly career lesson</li> <li>• Career Fair</li> </ul>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Career Connect</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>• Weekly career session</li> <li>• Transition Evening – pupils &amp; parents</li> </ul>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Career Connect</li> <li>• Weekly career lesson</li> <li>• Career Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to FE College</li> <li>• Weekly career sessions</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>• Weekly career sessions</li> <li>• Transition Evening – pupils &amp; parents</li> </ul>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Career Connect</li> <li>• Weekly career sessions</li> <li>• Career Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of work place environments, employees and employers</li> <li>• CEAIG 1:1 with Transition Officer</li> <li>• Encounters with FE providers</li> <li>• Weekly drop-in session</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Career Connect</li> <li>• Transition Evening – pupils &amp; parents</li> <li>• Encounters with FE providers</li> <li>• Weekly career sessions</li> <li>• College application assistance</li> </ul>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Career Connect</li> <li>• Encounters with FE providers</li> <li>• Weekly career sessions</li> <li>• Experience of work place environments, employees and employers</li> <li>• Mock interviews</li> <li>• Career Fair</li> <li>• Weekly drop-in session</li> </ul>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Transition Officer</li> <li>• Experience of work place environments, employees and employers</li> <li>• Weekly drop-in session</li> <li>• Encounters with FE providers</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Career Connect</li> <li>• Weekly career sessions</li> <li>• Encounters with FE &amp; HE providers</li> <li>• Transition Evening – pupils &amp; parents</li> </ul>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Career Connect</li> <li>• Weekly career sessions</li> <li>• Transition plan implemented</li> <li>• Career Fair</li> <li>• Weekly drop-in session</li> </ul>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Transition Officer</li> <li>• Experience of workplace environments</li> <li>• Liaising with next destination providers</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience of work place environments, employees and employers</li> <li>• College application assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of work place environments, employees and employers</li> <li>• Mock interviews</li> <li>• Encounters with FE &amp; HE providers</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of work place environments, employees and employers</li> <li>• Encounters with FE &amp; HE providers</li> </ul>
<b>13/14</b>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Career Connect</li> <li>• Weekly career sessions</li> <li>• Encounters with FE &amp; HE providers</li> <li>• Experience of work place environments</li> <li>• Visits to colleges</li> <li>• Transition Evening – pupils &amp; parents</li> <li>• College application assistance</li> </ul>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Career Connect</li> <li>• Transition Evening – pupils &amp; parents</li> <li>• Encounters with FE &amp; HE providers</li> <li>• Transition plan implemented</li> <li>• Career Fair</li> <li>• Weekly drop-in session</li> <li>• Mock interviews</li> <li>• Experience of work place environments</li> </ul>	<ul style="list-style-type: none"> <li>• CEAIG 1:1 with Transition Officer</li> <li>• Encounters with FE &amp; HE providers</li> <li>• Liaising with next destination providers</li> <li>• Weekly drop-in session</li> </ul>