



Hillcrest Glebedale Careers Guidance Policy

This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Local Procedures Owner: Karen Caswell

Issue date: March 2018

Review date: March 2019

This policy has been produced using guidance from the ACEG framework for careers and work related-related education and in accordance with the Independent School Standards – Part 1, 2 (2) (e) parts i,ii,iii

Hillcrest Glebedale School offers a broad and balanced curriculum and aims to provide Careers Guidance which is:

- Accurate and up to date
- Presented in an impartial manner
- Enables pupils to make informed choices about broad range of career options
- Helps to encourage pupils to fulfil their potential.

At Hillcrest Glebedale School we recognise and celebrate that all of our young people are different and as a result their education and career pathways will be planned on an individualised basis. Careers education for pupils will be relevant and specific and planned and delivered carefully to meet their individual needs.

Curriculum

Careers and work-related education in the curriculum provides contexts, resources and opportunities for:

- spiritual, moral, social and cultural development
- personal and social development
- health education
- academic and vocational learning
- functional skills
- Sustainable living, personal finance, enterprise and employability skills. T

Definition

Career(s) guidance, for individuals and small groups, focuses on careers information, advice and support. It may include counselling and coaching. It enables individuals to accomplish the unique tasks and issues they face in making progress and achieving their aspirations.

Careers education and guidance rely heavily on collaborative and partnership activities and interventions between a range of 'careers influencers' including learners themselves, parents and carers, other learning providers, and business and community organisations.

Work-related education enables children and young people to learn the knowledge, skills and attitudes that will enable them to understand and succeed in the world of work. It makes extensive use of employer engagement to deliver active and experiential learning activities in and beyond the classroom. Hillcrest Glebedale School has forged strong links with the local community allowing pupils to benefit from rich experiences and make informed choices about their next steps.

Aims

Careers and work-related education share close and overlapping concerns which justify the development of a single and integrated framework. Hillcrest Glebedale School subscribes to its responsibilities within the ACEG framework and its three overarching aims:

- Developing yourself through careers and work-related education
- Learning about careers and the world of work

- Developing your career management and employability skills.

Areas of Learning

The framework focuses on the knowledge, skills and attitudes that children and young people need to make a success of their careers and working lives now and in the future. It is structured around 17 areas of learning that represent the 'big ideas' in careers and work-related education. These big ideas reflect our understanding and explanations of what is or can be most effective in career and work-related learning. The areas of learning are summarised below.

Self-Awareness

Realistic appraisal of their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements enables individuals to make informed choices, assess their suitability for opportunities and identify priorities for their own development. It provides the foundation for building self-esteem, personal identity and career wellbeing.

Self Determination

Self-regulation and taking greater responsibility for the things that they do and that happen to them enables individuals to develop their sense of career agency, adaptability and resilience. Self-awareness enables individuals to make sense of their own story. Self-determination empowers individuals to improve their own story and to imagine possible futures for themselves.

Self-Improvement as a Learner

Understanding what they have learned, what they need to learn next and how they learn best prepares individuals for lifelong learning in careers and work. It fosters positive attitudes to learning and the skills of planning, review and reflection.
Learning about the World of Work

Exploring Careers and Career Development

Career exploration promotes curiosity, opportunity awareness and a more positive attitude to the challenges, risks and rewards of careers and working life. A better understanding of career processes and structures enables individuals to make sense of their own careers as well as the career experiences of others.

Investigating Work and Working Life

Investigating the meaning and nature of work helps individuals to understand the benefits and drawbacks of working life. It complements career exploration.

Understanding Business and Industry

Understanding business and industry enables individuals to find out how businesses operate and to appreciate their role and impact on social and economic life.

Jobs and Labour Market Information

Individuals need to know how to access and analyse relevant and appropriate job and labour market information when they are ready for it.

Valuing Equality, Diversity and Inclusion

Individuals need to learn that society's commitment to equality, diversity and inclusion benefits them and others by opposing the damage caused by stereotyping, discrimination and prejudice. It also enables organisations to make the best use of the full range of talent available.

Learning about Safe Working Practices and Environments

Learning how to keep themselves and others safe in whatever working environment they are in helps individuals to maintain health and safety standards at all times. Making the most of careers information, advice and guidance (CIAG) - Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them. Preparing for employability - Showing initiative and enterprise - A priority for children and young people is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment. Showing initiative and enterprise - This area of learning encompasses everything from becoming a top entrepreneur to showing initiative and enterprise in everyday life. It helps individuals to learn about risk, effort and making the most of opportunities. Developing personal financial capability - The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic wellbeing now and in the future. Identifying choices and opportunities - Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned. Individuals need to be able to recognise suitable progression pathways and qualifications. Planning and deciding - Decision-making involves getting information, clarifying values and preferences, identifying options, weighing up influences and advice, solving problems, anticipating future decisions and having a 'back-up' plan. It also involves being able to cope with chance events and unforeseen consequences. Handling applications and interviews - Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process involves developing a range of self-presentation and marketing skills that individuals will need throughout their lives. Managing changes and transitions - Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.

Provision at Key Stage 2, 3 and 4

Key Stage 2

At Key Stage 2 children can be helped to think about the tasks and skills that a job actually entails. Children may be able to identify future possible jobs for themselves at this stage. Children may also be able to identify possible jobs for themselves at this stage, but this will be dependent upon the amount of knowledge that they have and their exposure to thinking about occupations. This can be enhanced through the provision of external speakers.

Key Stage 3

The framework recognises that pupils are making good progress if they can explain the requirements of a particular job that appeals to them and if they can mention an interest or skills that they possess to justify this as a choice for them. It also focuses on helping pupils to understand different viewpoints about careers and work besides their own and to open their minds to new possibilities. Pupils at Key Stage 3 benefit from activities that support personal reflection and help them to focus on what they have to offer in career terms and not just what they want to take, i.e. to see themselves as providers of skills and expertise that employers want and not just as consumers of careers that take their fancy.

This is a great time to help pupils become connected with their communities and to understand the work that needs to be done to sustain the community in which they live. They can identify readily with former pupils who are 5-10 years into their careers through alumni networking. Exploring the world of work is a valuable way of enlarging their vocabulary and understanding of publicly-held concepts about careers and work as well as developing their literacy and numeracy skills.

It is also important at this stage to tap into their real life experiences and concerns. Pupils feel strongly about injustice and will readily understand, for example, that child labour robs other children of the chance to experience career happiness and success. Some pupils will have seen first-hand the effects of stress on parents or other family members caused by worklessness, lifework imbalance and workplace bullying. Speakers and educational visits may encourage children to think about future job roles.

Key Stage 4

At Key Stage 4, pupils can develop their capacity for self-reflection and realistic appraisal of their choices and opportunities. The formation of relatively stable, long-term occupational interests is also a feature of their development 15-19 that can be accelerated by well-designed careers and work-related education programmes.

Although their understanding of their own capacities is becoming more realistic, unrealistic aspirations remain a problem for some.

Careers and work-related programmes can help to develop their reasoning about career progression. It is still largely one dimensional at this stage based on faith in relatively simple matching processes and sequencing of events that they expect to fall into place. Learning at this stage which focuses on how to respond to influencers and chance events ('happenstance' and serendipity) is particularly helpful. Pupils need help to understand the psycho-social as well as the physical and economic impacts of their choices.