



CAREERS POLICY

CIS/CSC Policy Document

Introduction

At Children's International School and Chadsworth Sixth Form College, Careers Education plays an important role, augmenting all other aspects of learning and life skills. It provides the skills, knowledge and encouragement needed by the students to get the most out of their desired career path. Students with a clear understanding of what they want to do display higher levels of engagement and motivation. Career Education promotes the development of a full understanding of self, working environments and career opportunities.

Careers is taught from KS3 to KS5 in such a way as to reflect the overall aims, values and philosophy of CIS and CSC.

The Gatsby Benchmarks of Good Practice in Careers Guidance informs our procedures and processes and periodical review of the policy is done in line with these benchmarks. Updates and improvements are made as appropriate in line with changes in UK policies and Global trends. Our evaluation always includes a review of the impact that activities within the programme have had on pupils while they are still with us and after they have left our institutions.

Ensuring that the Careers Education programme follows UK and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance. 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. Experiences of workplaces
7. Encounters with further and higher education

8. Personal guidance

Careers Education is the responsibility of the Careers Department which is led by the Careers Councillor and the Head of Senior School (CIS) and Head of Sixth Form College (CSC).

Intent

Careers Education is designed to:

- ☐ encourage students to apply their knowledge and understanding in making decisions.
- ☐ promote self-development, through encouraging students to be aware of their own strengths and areas for improvement.
- ☐ encourage the students to investigate and develop their awareness of the choices and opportunities available to them as they transition across key stages and in their working life.
- ☐ encourage continued use of action planning throughout their school career and beyond.
- ☐ promote:
 - spiritual, moral, social and cultural development
 - key skills
 - thinking skills
 - financial capability
 - work-related skills

The overarching aim of Careers Education is to help the pupils to become informed, thoughtful and responsible individuals who are aware of the world of work.

Subject Co-ordination and Organisation

Careers Education at CIS and CSC is organised through the Key stage structure. The Careers Counsellor has overall responsibility for the curriculum content and resources, whilst liaising with the Head of Senior School and Head of College.

Careers will be delivered through contact time with the Careers councillor and where appropriate, through blocked modules of work. The balance between these types of delivery will depend upon the age and ability of the pupils concerned.

Key Stage 3:

Although not taught as discreet lessons, careers are embedded throughout the curriculum within Year 7 and Year 8 to prepare them for life once they have left school.

In Year 7 and Year 8 students are introduced to an online career platform (Unifrog) that helps identify their personalities and match them with possible suitable careers.

Following some simple yet impactful assessments, the career platform offers a wealth of career, course and subject information, coupled with independent advisor support, to inspire students and to help them make informed decisions about their future.

In Year 9, students continue to use Unifrog along with timetabled sessions with the Careers Councillor to help guide them through the process of making the right subject choices for KS4. Year 9 students also have a Careers Session where they learn about the possible careers each subject is relevant for.

Key Stage 4/5:

Pupils learn about Health and Safety at Work and application and interview techniques. Every KS4&5 pupil undertakes a mock interview provided by independent employers to enable pupils to experience an interview with a person not known to them about themselves and their career aspirations.

Students in Year 10 undertake a minimum of one week block of external work experience at a business of their choice. Students in Year 10 undertake interviews and safeguarding procedures to get these placements; just like someone seeking employment in the real world.

Students in KS5 undertake a 6-week internship program consisting of a 1 day a week placement. KS5 pupils also undertake work experience within school where possible. They also do online internships using the Unifrog platform.

The Councillor helps the KS5 students with appropriate subject choices for their career paths.

Students also get support in completing their UCAS applications for UK universities as well as support for other universities.

Whole School

An annual Careers Fair event where representatives from various job sectors come to give formal and informal talks to students from KS3 to KS5. KS4&5 pupils can examine job opportunities across the whole world of work.

Key Stages 3-5 also take part in an annual Enterprise Day where classes compete to make the most money in 2 weeks through making and selling products and/or services.

Unifrog is a complete destinations platform - a one-stop-shop for students across KS3, KS4 and KS5 regardless of their interests or academic ability. It is a place where students can compare every university course, apprenticeship and FE course in the UK as well as universities in 30 other countries across the world.

The Unifrog platform helps the School manage and meet the eight Gatsby Benchmarks and provides the following:

- ☐ Information on every undergraduate university course option available in the UK

- ☐ Information on English taught undergraduate programmes available in Europe, the USA, Asia, Canada, Australasia and the Middle East.
 - ☐ tools to compare universities and degree options.
 - ☐ The ability to make tailored searches according to personal interests and subject choices.
 - ☐ Detailed information on every college at Oxford and Cambridge.
 - ☐ Personality Profile and Interests Profile quizzes.
 - ☐ Guidance videos, to include topics such as the Personal Statement, University Interviews, Oxbridge Applications and CV writing.
 - ☐ A Locker feature which offers students the option to save items they may use later on in their university applications, like essays, videos and certificates.
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- ☐ Information on Undergraduate and Summer Scholarship opportunities in the USA, UK, Canada and Europe.
 - ☐ Additionally, the platform allows the Careers Counsellor to monitor the student searches and give live feedback and tailored guidance, as they track their progress on the platform.
 - ☐ Helping students to record and evidence their key activities and competencies and prepare their CVs and personal statements alongside the teacher reference, Career Education interactions recording and destination tracking tools - all in line with the Gatsby Benchmarks.

Teachers and Support Staff:

Within individual classes, teachers and support staff are aware of their role of providing both formal and informal careers guidance from KS3 to the Sixth Form. In the delivery of core curriculum subjects, teachers incorporate activities which focus on careers related learning. In effect all staff are responsible for careers guidance at CIS and CSC.

Monitoring, Reviewing and Evaluation

The Careers Programme is reviewed annually at the end of the academic year against the Gatsby Benchmarks of Good Practice in Careers Guidance, and updates and improvements are made as appropriate. Our evaluation always includes a review of the impact that activities within the programme have had on pupils.

The pupils will be involved in the evaluation of curriculum content at the end of the year. This evaluation will take the form of questionnaires and/ or discussions in a manner relevant to their age and ability.

The counsellor also provides information about the long term development of the career provision to the Senior Leadership Team. This is incorporated in the School's development plan to ensure ongoing continuity and development of the curriculum content, coverage and resources.

Resources

The Careers Counsellor will evaluate existing resources within other subject areas in order to purchase and deploy new resources as they become available.

These resources will be kept within the Careers Department and the Counsellor will liaise with the Heads of Years to ensure the relevance and age appropriateness of material being used. A bank of relevant worksheets and resources will be built up linked to specific modules and containing any differentiated materials used.

A bank of possible resources will also be developed alongside possible external visits. These will be assessed as the appropriateness for the age and ability of the pupils at CIS and CSC. They will be linked to other curriculum areas and written into the Schemes of Work.

Professional Development

The Counsellor will:

- ☐ Attend appropriate in-service courses and report back to the staff.
- ☐ Endeavour to keep up to date with personal reading relating to current issues, developments and new resources.
- ☐ Arrange and organise school-based in-service activities as part of the whole school INSET programme
- ☐ Attend Educational and University Fairs

Management of Controversial and Sensitive Issues

Careers will naturally involve learning from real-life experiences, where sensitive and controversial issues are certain to arise. Pupils will not be sheltered from them but they will be dealt with in a sensitive manner relevant to the age and understanding of the pupils concerned. Issues that are likely to be sensitive or controversial are:

- Political issues
- Family lifestyles and values
- Law and order
- Financial issues

- Unemployment
- Bullying

E-Safety

CSC and CIS are committed to ensuring the 'e-safety' of all our pupils throughout their learning across all areas of the curriculum.

ALL staff are responsible for ensuring the 'e-safety' of the pupils in their lessons and should report any concerns to the named people as outlined in the 'e-safety' policy. Pupils should also be encouraged to report any concerns they have, in order to allow academic and social learning to take place in a safe and happy environment.

NEXT REVIEW: August 2023