

# Dallam School



## Careers Education & Advice

|                             |                               |
|-----------------------------|-------------------------------|
| <b>Committee:</b>           | Local Advisory Committee      |
| <b>Date of adoption:</b>    | 28 <sup>th</sup> January 2021 |
| <b>Date of next review:</b> | Spring 2022                   |

## Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

| Version Number | Version Description                                                 | Date of Review |
|----------------|---------------------------------------------------------------------|----------------|
| 1.0            | RBL 18-12-20 updated from Jan 2020 version including Covid Addendum | 28.1.21        |
|                |                                                                     |                |
|                |                                                                     |                |
|                |                                                                     |                |
|                |                                                                     |                |
|                |                                                                     |                |
|                |                                                                     |                |
|                |                                                                     |                |
|                |                                                                     |                |
|                |                                                                     |                |
|                |                                                                     |                |

### 1. Rationale

Dallam provides opportunities for students to explore possible future careers and to make realistic and appropriate choices throughout their school career and especially in the transitions from KS3 to KS4 via option choices, from KS4 to 6<sup>th</sup> Form, college or apprenticeships and at the end of 6<sup>th</sup> Form into higher education, apprenticeships or work. This provision is delivered through a multiplicity of vehicles; form tutors through the Personal Development programme, County Council appointed services for statemented SEN students who meet the criteria laid down; a 'bought in' external and independent careers advisor who **sees all year 11 students and** targets possible NEETs in Years 9-13 and Business Partnerships with whom the school has an excellent relationship. This policy takes account of the Good Career Guidance report written by Sir John Holman and embodied in the 8 Gatsby Benchmarks to which the school is working, **Wolf** Report into work related learning, Inspecting careers education and guidance pre- and post-16 with guidance on self-evaluation from OFSTED and advice offered in the DoE documents: School Improvement: How Careers Work Can Help, (Reference O207/2000), Preparing Students for a Successful Future in Learning and Work: A Guide to Help Governors and Senior Managers Understand and Manage Careers Education and Guidance in Their Schools (Reference O208/2000), and Information, Advice & Guidance in the 14-19 Partnership, linking IAG (DCSF 2007), Careers guidance and inspiration in schools Statutory guidance for governing bodies, school leaders and school staff April 2014, Participation of young people in education, employment or training Statutory guidance for local authorities September 2014, 16 to 19 study programmes: work experience 17 March 2015 Guidance Careers guidance: advice for schools 10 April 2014, Enrolment of 14- to 16-year-olds in full-time further education, 1 September 2015, Supported internships for young people with learning difficulties 26 June 2015 and most recently the **Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff January 2018 following the Gatsby Report.**

### 2. Purpose

- 2.1 to increase awareness of oneself and others,
- 2.2 to introduce and develop an awareness of the world of work leading to economic wellbeing,
- 2.3 to explore strategies in making decisions and choices,
- 2.4 to raise awareness of opportunities in employment, training and further/higher education.

### 3. Implementation

#### 3.1 Careers Education, Advice and Independent Guidance (CEAIG) Programme

There is a considerable input of CEAIG through the Personal Development programme taught to years 7 through to 13. From entering Dallam students begin by examining their self-perceptions, identifying strengths and weaknesses in themselves and others. As they progress through school, the students develop an awareness of the world of work, its opportunities, demands and difficulties, and learn how to make informed decisions on the many choices which they will encounter in adult life.

3.2 Support for Dallam's CEAIG programme comes from both the School Careers Coordinator, Class Teachers, the independent 'bought in' advisor and County Council appointed advisors. Students are expected to update their personal planning in the light of information received during this taught programme of guidance and also through their own research utilising the extensive online platforms available on the school network. This process of personal development is supported by informal interviews/discussions with Form Tutors and Pastoral Co-ordinators and for all students by the end of Year 11, through a formal discussion(s) with either the independent careers advisor or County Council appointed careers advisor.

#### 3.3 Year 7

The students begin in Year 7 by examining their self-perceptions, identifying strengths and weaknesses in themselves and others; they are encouraged to review their performance and plan for improvement; develop their problem solving, negotiation and decision-making skills; begin to understand the changing

labour market and start to think about their future career path; and to be more aware of the role and work of the voluntary sector. All Year 7 students are given the opportunity to take part in a Careers morning.

### 3.4 Year 8

In Year 8 students continue to explore the world of work by ensuring that students have realistic aspirations for the future that fulfil their potential; widening their perceptions of the world of work; motivating the students to plan for success; enabling students to find and use careers information; encouraging students to use labour market information to inform their career planning; and helping students to recognise what they personally want from a job. All Year 8 students are given the opportunity to take part in a Careers morning.

### 3.5 Year 9

In Year 9 students continue their personal development by looking at the use of good team working skills and appropriate body language; encouraging the students to develop a positive self-image; developing a plan/do/review cycle in relation to personal development and supporting students to enable them to make more effective decisions. Students will become increasingly familiar with key careers resources including online resources, encouraging their use; and recognising the range of available providers. Unhelpful stereotypes in options and career choice will be explored; encouraging the students to identify jobs that match their values and other criteria that are important to them; enabling students to critically review their progress and plan for improvement. Advice and support are given in choice of KS4 options. All Year 9 students are given the opportunity to take part in a Careers morning where they meet a range of companies invited into school and discuss entry routes and qualification requirements.

### 3.6 Year 10

During Personal Development lessons, students will explore their skills and how to see part time work, hobbies and voluntary work including D of E include specific skills that are of interest to employers. Some targeted students will receive interviews from an external Careers Adviser with priority being given to those students who have special needs, both educationally and vocationally. - All Year 10 students are given the opportunity to take part in a Careers morning where they will select 3 companies/colleges/organisations that match with their possible career aspirations to explore in more detail entry routes, career progression, qualification requirements. These discussions will include information on apprenticeships.

### 3.7 Year 11

In Year 11, further job information and details of courses at local colleges are part of a full programme which contains a wide range of issues relevant to college and working life. Students review personal achievements from Year 10 and goals for Year 11 in relation to individual beliefs, values and behaviour; to think about future career steps and appreciate the need for lifelong learning; develop written self-presentation skills in creating a CV; develop formal written communication skills through covering letters. All Year 11 students are given the opportunity to participate in an Interview Day where interviewers from external companies, colleges, universities and other organisations. Students indicate their career aspirations and the interviewer is married as far as possible to those aspirations, making the interview a relevant two way conversation. Students are made aware of the options they have post 16, the procedures they need to follow, leading to decisions about their post-16 education or apprenticeship. All Year 11 students are also interviewed by a member of the leadership team to discuss progression after KS4 and longer-term career aspirations.

### 3.8 Sixth Form

Sixth Formers receive continuing support from the School Careers Adviser and in some cases an independent external careers advisor with priority being given to those students who have special needs, both educationally and vocationally. Individual Action Planning occurs as part of the Sixth-Form Tutorial programme, and considerable assistance is given to students in the completion of their UCAS forms. Student-centred course choices take place using the written information available for reference by all

students in the 6th Form area. Advice is provided via the Form tutors and covers UCAS, college courses, higher level apprenticeships and university based apprenticeships.

### 3.8.1 Sixth-Form Extended Experience

Extended experience is undertaken by students at the end of Year 12. This includes activities such as D of E gold expeditions, work experience, volunteering, internships, university summer schools and travel. Students are expected to find their own placements. Students gain valuable experience in self-organisation, self-discipline, reliability and responsibility in the world of work, specific research or volunteering. Many decisions are made, modified or discarded following the experience. It is expected that 6<sup>th</sup> Form extended experience will enhance students' UCAS applications or CVs if they are applying for work or apprenticeships.

3.8.2 Advice on how to find placements is included in the 6<sup>th</sup> Form study programme and can be sought from the School Careers Advisor. Students are expected to give details of any plans to the 6<sup>th</sup> Form Office in a timely manner, meeting the required deadlines for confirmation of appropriate risk assessments and insurance cover to be sought from the employer or organisation in advance of the placement. For students wishing to study or travel abroad it is the responsibility of students and parents to check local requirements.

## 4 Resources

4.1 The 6<sup>th</sup> Form Area at Milnthorpe contains:

- Information on careers for students entering work or apprenticeships at the end of Year 12 or Year 13
- Information on Universities and UCAS including prospectuses

4.2 START:

- All students have access to START, an online careers support package throughout their schooling. It is also available from any digital device and parents also have access.

4.3 School Website

- The school website is regularly updated with information about college open days and careers events which may help students and parents in career choices.

## 5 Roles and Responsibilities

5.1 Dallam co-ordinates its Careers activities within the auspices of the South Lakes Federation activities. The local network of Careers Co-ordinators meet informally to exchange news, views and information.

5.2 Dallam assesses its performance against the Gatsby benchmarks using the Compass profiling model.

5.3 The Local Careers Organisations

Dallam employs an independent careers advisor who reports to the Careers co-ordinator. The independent adviser may in some circumstances attend key Parents Evenings and Options Evenings and GCSE results day.

5.4 The County Council appointed Careers Service (currently contracted to Inspira)

Dallam works together with the County Council appointed Careers Service aims to provide integrated advice, guidance and access to personal development opportunities for targeted SEN students with a statement of support and to help them make a smooth transition to adulthood and working life.

5.5 Other Relevant Policies and Procedures and Agencies

The DALLAM POLICY ON CAREERS EDUCATION AND ADVICE takes into account and is integrated with other Dallam policies including:

- Work /Extended Experience Procedure
- Sex and Relationship Education Policy
- Behaviour Policy
- Attendance Policy

5.6 This Policy will be reviewed annually by the Local Advisory Committee.

## Addendum

### Covid 19 and the Academic Year 2020/21

During the academic year 2020/21 the Covid 19 pandemic has made implementation of many of the normal features of the School's careers provision impossible. External visitors have not been possible. The School has endeavoured to continue with as much of its careers and advice provision as possible, making extensive use of online provision and online meetings.