

# RANGE HIGH SCHOOL



## Careers Education and Guidance Policy

**Range High School**  
**Subject Policy**

**Contents**

- 1 Introduction and Rationale
- 2 Aims and Objectives
- 3 Teaching and Learning Approaches
- 4 Departmental Duties
- 5 Assessment, Recording and reporting
- 6 Monitoring
- 7 Organisation and Management
- 8 Resources
- 9 Parental Links
- 10 Links with Outside Agencies
- 11 Equal opportunities
- 12 Special Educational Needs and Differentiation
- 13 Health and Safety
- 14 Safeguarding

## **Introduction and Rationale**

### **Careers Education and Guidance**

The school is committed to Careers Education as a vital means of giving all pupils the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers Education will prepare all pupils for the opportunities, responsibilities and experiences of education, training and employment and also the challenges of adult life. Emphasis will be upon impartial, confidential and informed advice, delivered within a framework of Equal Opportunities. There will be support from Mploy Career Services as outlined in the Partnership Agreement between Mploy and Range High School. Careers Education is taught across all key stages.

### **Aims and Objectives -**

1. Self-development - to increase self awareness and gain confidence in making decisions and choices concerning education, training and work. Pupils need to be able to assess their strengths, limitations and potential to facilitate sensible decision-making.
2. Career exploration - to access and examine sources of information so that they are aware of the range of courses and progression routes open to them at 16+. This will involve group and individual guidance and pupils will be encouraged to use a range of media including ICT
3. Career Management - to use action planning and recording of achievement to monitor and review progress to evaluate students' achievements. This will enable pupils to evaluate their suitability for different learning and work opportunities, and be able to respond positively and flexibly to change.
4. Transition - to prepare for the move from school to continuing education, training or employment.

## Teaching and Learning Approaches

**The Careers Education and Guidance Programme will include the following:**

1. Through discrete lessons on half-days (timetable is collapsed) in all year groups Emphasis will be on group work, on aspects of developing self-awareness and decision-making, on career research and on career and transition management

Through individual interviews with the Mploy Careers Adviser in Years 10-13

3. Through the Careers Library and Careers Education computer programmes.

4. Through regular Careers Insight evenings in Years 10-13, workplace visits in Year 11 and UCAS Fair in Year 12.

Pupils will also be encouraged to attend sixth form and college open days, which will be advertised as appropriate on the school's portal and through registers.

### CAREERS EDUCATION

Careers Education lessons take place on Careers Days throughout the year. In addition to the programme listed below, the Careers Department organises or has input into: assemblies, careers insight evenings, themed support evenings, parents' evenings, mock interviews, employer visits.

### YEAR 7

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>
<b>1</b>	Self-assessment and action planning (2 hours)	Students will: <ul style="list-style-type: none"><li>• begin to consider their own skills and qualities</li><li>• start to plan for their career learning</li><li>• consider how gender stereotyping might influence career decisions</li></ul>
<b>2</b>	Presenting skills and personal qualities (2 hours)	Students will: <ul style="list-style-type: none"><li>• consider how to present themselves</li><li>• consider their skills and personal qualities</li></ul>

<b>3</b>	Structured independent job research (2 hours)	Students will: <ul style="list-style-type: none"> <li>• practise using careers resources</li> <li>• consider the skills and qualities required for a number of different jobs</li> </ul>
<b>4</b>	Transferable skills (2 hour session)	Sudents will: <ul style="list-style-type: none"> <li>• carry out problem-solving and team building activities</li> <li>• consider how their skills are developing</li> </ul>

## **YEAR 8**

<b><u>Session/Date</u></b>	<b><u>Topic</u></b>	<b><u>Learning objectives/understanding</u></b>
<b>1</b>	Attitudes and values (2 hours)	Students will: <ul style="list-style-type: none"> <li>• consider the concept of work values</li> <li>• start to think about their own values and how these might relate to work</li> </ul>
<b>2</b>	NHS Careers Competition (2 hours)	Students will: <ul style="list-style-type: none"> <li>• conduct detailed research into a chosen job</li> <li>• present their findings in two different formats</li> </ul>

<b>3</b>	Skills for the world of work and target setting (2 hours)	Students will: <ul style="list-style-type: none"> <li>• consider different aspects of the world of work and the skills needed for these</li> <li>• set themselves SMART targets related to their own career progression</li> </ul>
<b>4</b>	Local labour market	Students will: <ul style="list-style-type: none"> <li>• learn about the local labour market</li> </ul>

## **YEAR 9**

<b><u>Session/Date</u></b>	<b><u>Topic</u></b>	<b><u>Learning objectives/understanding</u></b>
<b>1</b>	Decision-making and	Students will:

	choosing subjects (2 hours)	<ul style="list-style-type: none"> <li>• evaluate different methods of decision-making</li> <li>• look at how this might apply to choosing GCSE option subjects</li> <li>• start to use decision-making skills to look at their own subject choices</li> </ul>
<b>2</b>	Taster lessons (2 hours)	<p>Students will:</p> <ul style="list-style-type: none"> <li>• experience short lessons in four subjects not studied before:</li> </ul> <p>Business Studies, Child Development, Media Studies, PE Theory</p>
<b>3</b>	Team work and problem-solving skills (2 hours)	<p>Students will:</p> <ul style="list-style-type: none"> <li>• work in teams to complete a number of challenges</li> <li>• consider the skills needed for, and the benefits of, team work</li> </ul>
<b>4</b>	Skills for employment (2 hours)	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate a number of different skills for employment</li> </ul>

## **YEAR 10**

<b><u>Session/ Date</u></b>	<b><u>Topic</u></b>	<b><u>Learning objectives/understanding</u></b>
<b>1</b>	Murder hunt, key terms and career values (2 hours)	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use and reflect on their own team work skills.</li> <li>• define key terms used in Careers Education and employment</li> </ul>
<b>2</b>	Gender and work and stereotyping (1 hour)  Decision-making (1 hour)	<p>Students will:</p> <ul style="list-style-type: none"> <li>• consider the extent to which gender and other stereotypes are still evident in the modern work place</li> <li>• re-visit decision-making skill</li> </ul>
<b>3</b>	What we need to know about work (1 hour)  Finding careers information and skills and qualities at work (1 hour)	<p>Students will:</p> <ul style="list-style-type: none"> <li>• consider what they need to know about jobs which might interest them</li> <li>• discuss the different ways of finding Careers information</li> <li>• look again at the skills and qualities needed in the modern work</li> </ul>

<b>4</b>	Job study (one and a half hours)  Developing eportfolio (1/2 hour)	Students will: <ul style="list-style-type: none"> <li>• complete in-depth research on ONE occupation</li> <li>• consider skills they have developed for including on eportfolio</li> </ul>
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## **YEAR 11**

<b><u>Session/ Date</u></b>	<b><u>Topic</u></b>	<b><u>Learning objectives/understanding</u></b>
<b>1</b>	What do employers want? Rights and responsibilities at work. (1 hour)  The changing job market (1 hour)	Students will: <ul style="list-style-type: none"> <li>• investigate what employers look for in an employee</li> <li>• discuss their and their employers' rights and responsibilities in the work place</li> <li>• consider the modern job market</li> </ul>
<b>2</b>	RPA and Post-16 progression (1 hour)  Practice application form (1 hour)	Students will: <ul style="list-style-type: none"> <li>• understand the RPA</li> <li>• look at the different ways in which they might stay in education or training beyond 16</li> <li>• complete a practice application form</li> </ul>
<b>3</b>	Options at 16 (2 hours)	Students will: <ul style="list-style-type: none"> <li>• consider different options for post-16 education &amp; training</li> </ul>
<b>4</b>	Finance (1 hour) Ethics in the workplace (1 hour)	Students will: <ul style="list-style-type: none"> <li>• consider how they might need to budget in the future</li> <li>• discuss the issues related to ethics and confidentiality in the workplace</li> </ul>

**Students will also have the opportunity to attend a mock job interview with a local employer / professional.**

**Students will also have a Transition Day Y11 - Y12 /college /apprenticeship**

## **YEAR 12**

<b><u>Session/ Date</u></b>	<b><u>Topic</u></b>	<b><u>Learning objectives/understanding</u></b>
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<b>1</b>	Transition into KS5 (1 hour)  Developing eportfolio	Students will: <ul style="list-style-type: none"> <li>• consider how their needs as learners can be met</li> <li>• explore their reasons for continuing into the Sixth Form</li> <li>• reflect on where Sixth Form study might lead</li> <li>• consider their skill base and evidence this in their eportfolios</li> </ul>
<b>2</b>	Options at 17/18 (1 hour)  Developing eportfolio (1 hour – computer room)	Students will <ul style="list-style-type: none"> <li>• consider the benefits and disadvantages of university study and employment after Year 12/13</li> <li>• consider their skill base and evidence this in their eportfolio</li> </ul>
<b>3.</b>	University and Job Research	Students will: <ul style="list-style-type: none"> <li>• Research university courses / employment / both</li> </ul>
<b>4.</b>	UCAS introduction and registration with Apply (2 hours)	Students will: <ul style="list-style-type: none"> <li>• register with the UCAS online application system and begin to fill in a UCAS form</li> <li>• participate in a session delivered by a Higher Education provider including question and answer session</li> </ul>

## **YEAR 13**

<b><u>Session/ Date</u></b>	<b><u>Topic</u></b>	<b><u>Learning objectives/understanding</u></b>
<b>1</b>	UCAS and employment workshops together with employability and study skills for university (2 hours)	Students will: <ul style="list-style-type: none"> <li>• discuss and practise career management skills related to university and job applications</li> <li>• practise key skills and look at how they may be useful after leaving school</li> </ul>
<b>2</b>	Employability and study skills for university (2 hours)  <i>Careers Adviser involved – 20 minutes presentation – looking at the labour market</i>  <i>Visiting speaker –</i>	Students will: <ul style="list-style-type: none"> <li>• practise key skills and look at how they may be useful after leaving school</li> <li>• investigate the labour market for school leavers and graduates</li> </ul>



	<i>taking a gap year</i>	
3	Employment and apprenticeships (2 hour session)	Studnets will: <ul style="list-style-type: none"> <li>• investigate apprenticeship opportunities at level 3/4</li> </ul>
4	Next Steps Tutorial	Students will: <ul style="list-style-type: none"> <li>• Discuss your careers plans with their tutors</li> </ul>

## Departmental Duties

1. To liaise with **Assistant Headteacher (14-19) re curriculum time** and dates for the diary re
  - Mploy labour market information assemblies
  - Mploy interviews Years 9-13
  - outside agencies/colleges/post 16 providers to give talks.
2. To monitor careers action planning on ULAS
3. To arrange suitable **interviews with Mploy**
  - Year 11 - Autumn Term and Spring Terms
  - Year 9 - Spring Term prior to Option Choices
  - Year 10 - Summer Term
  - Years 12 and 13 - throughout the academic year as appropriate
4. To plan the **Delivery of Careers Education for Years 7-13**
5. To monitor Year 11 Post 16 Applications and Year 13 Post 18 applications
6. To liaise with the Careers Advisor (Mploy)
  - Advisor will attend Parent Evenings for Years 9-13
  - Advisor will carry out individual interviews for Year 11 and Years 9, 10, 12 and 13 where appropriate
7. Produce Years 11, 12 and 13 **Destination Lists** and share these lists with the local authority
- 8.
9. **Attend Results Day (August)**
10. **Attend Careers Insight Evenings**
11. Visit local Post 16 providers colleges/sixth forms;

12. This programme will be taught by the following:

- Careers Coordinator
- Form tutors
- Teaching staff
- Careers Adviser (Mploy)

### **Assessment, Recording and reporting**

1. Pupils to complete ULAS profiles at least once every half-term
2. Pupils to keep a record of any meetings with Careers Advisor /prospective employers or college placements on their ULAS profiles
3. Pupils will receive **Action Plans** from Careers Advisor and these should be attached to ULAS profiles and discussed with parents.
4. **Tutors** to oversee all ULAS profiles which in turn will be used to assess, record and report from.

### **Monitoring**

1. **Tutors** to monitor ULAS profiles
2. The school Careers policy and programme will be reviewed on a bi- annual basis, in the second half of the summer term to reflect changing statutory requirements, curriculum demands, and the progression opportunities open to young people / local labour market.
3. Mploy will monitor and review their links with the school on an annual basis and a Service Agreement signed

### **Organisation and Management**

1. Careers co-ordinator will organise and manage all planning and resources.

2. Consultation will be with Careers Advisor (Mploy) re: interviews and talks within school.

### **Links with Parents and Carers**

The important role of parents in the whole process of *Careers Guidance* is recognised as vital. Parents are therefore invited to make appointments at Year 9-13 Parents' Evenings with the Mploy Careers Adviser to discuss their son/daughter's careers plans.

Information about the school's *Careers* programme and events are available for parents on the school website.

### **Links with Outside Agencies and Provider Access**

1. Mploy, which provides the school's *Careers* advisor.
2. The following Post 16 providers link with school and in relation to giving talks/seminars to our Year 11 pupils:
  - Southport College
  - Hugh Baird College
3. Information is available on the school's website for employers. See also the *Provider Access Policy*.
4. Sefton Education and Business Partnership (SEBP) - provides 'Meet the Professionals' Conference for Year 11 students.

### **Equal opportunities**

All teachers involved in *Careers Education and Guidance* have a responsibility to promote equality of opportunity, which ensures that all pupils have an entitlement and appropriate access to *Careers Guidance* regardless of race, gender, religion, ability, disability, social background or sexual orientation. All advice given will be impartial and confidential. Pupils will be helped to understand the importance of equal opportunities and be made aware of the risks of stereotyping and discrimination.

**Refer to the whole school policy.**

### **Special Educational Needs and Differentiation**

All students in Years 9-13 who have an EHCP will have the opportunity to meet with the Careers Adviser prior to their annual reviews. Where appropriate, the Careers Adviser will attend annual reviews.  
**Refer also to the whole school policy.**

### **Health and Safety**

**Refer to whole school policy on Health and Safety**

### **Safeguarding**

The school has a thorough and comprehensive Safeguarding policy which supports all areas of school life, ensuring that the educational experience of our pupils is the best it can be.

### **Staff for Careers Education and Guidance**

Assistant Headteacher (14-19)

Careers Co-ordinator

Careers Adviser (Mploy)

Form Tutors

All teaching staff

