



# Range High School

## Careers Education & Guidance Policy

Person responsible for Policy: AHT (14-19)

Date of next review: July 2023 - This policy will be reviewed on a 2-yearly basis.  
Any major alterations will be made prior to the date of review  
if necessary.

**Responsibility for this policy has been delegated to the Headteacher**

## **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 Parental Links
- 9 Links with Outside Agencies
- 10 Equal opportunities
- 11 Special Educational Needs and Differentiation
- 12 Health and Safety
- 13 Safeguarding

Appendix 1 – Gatsby Poster

## **1 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 as well as the challenges of adult life. Emphasis is on impartial, confidential, and informed advice, delivered within a framework of Equal Opportunities. There is 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. School is committed to working towards addressing Gatsby Benchmarks, (see Appendix 1) and as a member of the Liverpool City Region Careers Hub works with the school's enterprise adviser to do so.

### **2 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 pupils are aware of the range of courses and progression routes open to them at 16+. This will involve group and individual guidance. Pupils will be encouraged to use a range of media including computer-based programmes.
3. Career Management – to monitor and review progress to evaluate pupils' achievements. This will enable pupils to evaluate their suitability for different learning and work opportunities, and to respond positively and flexibly to change.
4. Transition – to prepare pupils for the move from school to continuing education, training or employment.

### **3 Teaching and Learning Approaches**

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

1. 8 discrete one-hour lessons throughout the year for pupils in years 7-10 and 12 and 6 such sessions for years 11 and 13. Emphasis will be on group work, aspects of developing self-awareness and decision-making, career research and career and transition management
2. Individual interviews with the Mploy Careers Adviser in Years 9-13, as appropriate, with priority given to PPG pupils and pupils with SEND. All Year 11 pupils will have a one-to-one interview.
3. Use of the Careers Library and Careers Education computer programmes such as JED (Job Explorer Database).
4. Careers Insight evenings in Years 9-13, workplace visits in Year 10, Meet the Professionals conference in Year 11 and UCAS Fair and work experience 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, themed support evenings, parents' evenings, mock interviews, employer visits, sixth form taster days, job, apprenticeship and UCAS applications as well as Oxbridge workshops.

In addition, subject departments also include careers related content in lessons including employer encounters.

### **CORE CAREERS PROGRAMME TOPICS (CAREERS HOUR)**

#### **YEAR 7**

- Skills and qualities (SA)
- Building a personal profile (SA)
- Visual CV (CM)
- The world of work and stereotyping – LMI (CE)
- Job research – LMI and matching skills and qualities – introducing the JED (CE)
- Job and career types – LMI (CE)
- 'What is H.E.?' with a local university (CE)
- Range at work with member of kitchen staff, caretaking staff, office staff, TA (CE)

#### **YEAR 8**

- Career values (SA)
- The value of an education (CE)
- Interpersonal skills (SA)
- Teamwork challenge (SA)
- Green careers (CE)
- NHS Careers Competition (CE)
- What happens after Year 11? (1) – with sixth form students and F.E. representative (CE)
- What happens after? (2) – with the ASK service and local apprenticeship provider (CE)

#### **YEAR 9**

- Skills and qualities re-visited (SA)
- Options at 14 (CE)
- Self-awareness and LMI (SA/CE)
- Options logistics (CM)
- Survival – simulation game – decision-making /teamwork (SA)
- What is entrepreneurship? (CE)
- Aspiring to Higher Education - with a local university (CE)
- Team problem-solving activity (SA)

## **YEAR 10**

- Careers language and work values revisited (SA)
- Stereotyping in the workplace (CE)
- What do employers want? Rights and responsibilities at work (CE)
- Employer encounter - sector varies (CE)
- Options at 16 (CE)
- Careers and criminality (CM)
- Places to look for careers information
- Apprenticeships research (CE)

## **YEAR 11**

- Options at 16 revisited (CE)
- Planning for the future (SA/CM)
- Personal finance (CM)
- FE college and apprenticeships panel (CE)
- CV workshop (CM)
- Financial matters (CM)

## **YEAR 12**

- Transition to Sixth Form – What makes a successful student? (SA)
- HE v apprenticeship 1 (CE/SA)
- HE v. apprenticeship 2 (CE/SA)
- Study skills for sixth form and university – note-taking (SA)
- Choosing a university (CM)
- Employer encounter - degree apprenticeship talk (CE)
- Applying for university courses and apprenticeships (SA/CM)
- Personal statement writing with a local university (SA/CM)

## **YEAR 13**

- Course search, apprenticeship search and personal statements 1 (CE/SA/CM)
- Course search, apprenticeship search and personal statements 2 (CE/SA/CM)
- Interview skills (CM)
- NASA simulation – decision-making and teamwork (SA)
- Employability (CE/SA)
- Transition to university – Sheffield University session (CE)  
(replaced by an apprenticeships fair in April for those seeing employment)

**SA – self-awareness    CE – career exploration    CM – career management**

This programme will be taught by the following:

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

#### **4 Departmental Duties**

1. To liaise with **Assistant Headteacher (14-19) in relation to curriculum time** and dates for the diary re:
  - *Labour market information assemblies*
  - *Mploy interviews Years 9-13*
  - *The involvement of outside agencies/colleges/post 16 providers to give talks.*
2. To liaise with **Assistant Headteacher (14-19)** and Enterprise Adviser to produce a termly action plan.
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** ensuring PPG pupils and pupils with SEND are prioritised.
5. To monitor Year 11 Post-16 Applications and Year 13 Post-18 applications
6. To liaise with the Careers Adviser (Mploy) regarding:
  - *Attendance at Parents' Evenings and information evenings, as appropriate*
  - *Individual interviews for Year 11 and Years 9, 10, 12 and 13 where appropriate*
7. To produce Years 11, 12 and 13 **Destination Lists** and share these lists with the local authority
8. To attend **Results Days** (August)
9. To attend **Careers Insight Evenings**
10. To visit local Post 16 providers, colleges/sixth forms;

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

1. Sixth Form students to be encouraged to populate their personal development profiles, prepared by Assistant Headteacher (Personal Development), with examples of ways in which they have demonstrated key employability skills.
2. Sixth Form tutors to encourage their tutees to add to their personal development profiles, which can in turn, be used for reporting and reference purposes.
3. Following one-to-one interviews, Careers Adviser to prepare an action plan for pupils. Sixth Form students to be encouraged to add this action plan to their personal development profile.

## **6 Monitoring**

1. The school careers' policy and programme to 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 as well as the local labour market.
2. Mploy to monitor and review links with the school on an annual basis.

## **7 Organisation and Management**

1. Careers Co-ordinator to organise and manage all planning and resources.
2. Consultation with Careers Adviser (Mploy) re: interviews and talks within school.

## **8 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.

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

1. Mploy – providing the school's Careers Adviser.
2. The following Post 16 providers link with school in relation to giving talks/seminars to Year 11 pupils:
  - *Southport College*
  - *Hugh Baird College*
3. Information available on the school's website for employers and external training providers. See also the Provider Access Policy.
4. Elevate (formerly Sefton Education and Business Partnership)

## **10 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.**

## **11 Special Educational Needs and Disabilities**

All Pupils in Years 9-13 who have an EHCP will have the opportunity to meet with the Careers Advisor prior to their annual reviews. Where appropriate, the Careers Adviser will attend annual reviews.

**Refer also to the whole school policy.**

## **12 Health and Safety**

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

## **13 Safeguarding**

The school has a thorough and comprehensive Safeguarding policy, which supports all areas of school life, ensuring that the educational experience of Range 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



