

Careers and Personal Development Education Policy

Vision

It is our belief that Careers and Personal Development Education enables young people to make informed choices throughout their lives therefore it is important that they are provided with the best careers education information and guidance (CEIAG).

It is our aim that careers information, education and advice have influence in all areas of the curriculum and that all of our students have high quality, impartial careers guidance to encourage them to be well-informed when making subject and career decisions that will benefit their own well-being and contribute to the wellbeing of others. We believe all of our students should participate in a range of activities to develop their employability skills, preparing them for a working life appropriate for them. We want to inspire our students to overcome barriers, achieve social mobility and to believe that there should be no limit to their aspirations.

The Careers Department supports the school's Equal Opportunities Policy and endeavors to implement it. Inclusion is important to us; therefore we seek to actively support students from disadvantaged backgrounds, including SEND, pupil premium, vulnerable and students in risk of being NEET. (c/f Gatsby benchmark 3 – addressing the needs of pupils)

Careers education & information

At Moat Community College, we have a range of approaches to careers-related learning for all year groups. These include specialist careers-based lessons in years 8 and 10, the tutorial programme, careers encounters, assemblies, visits, visiting speakers, work experience and the use of alumni. Furthermore, all of our students in year 10 are expected to take part in work experience. This provides genuine work-related learning and further develops their employability skills. (c/f Gatsby benchmark 1 – stable careers programme)

It is also our belief that teaching careers through the various subjects in the curriculum raises aspirations and enhances achievement across the curriculum therefore careers related learning contributes to the wider success of Moat Community College by providing positive outcomes for our students. (c/f Gatsby benchmark 4 – linking curriculum learning to careers)

All of these opportunities at Moat allow us to develop a skilled workforce for the future that are prepared, flexible and adaptable for the changing nature of employment, therefore we take labour market information (LMI) into consideration.

Advice and guidance

As a school we have a statutory and moral duty to provide students with careers information, advice and guidance. We aim to provide students with the skills and attributes required to

prepare them for the world of work. This will be achieved through a range of activities and sources to allow them to make informed decisions regarding their options, further education, higher education, apprenticeships and their future career pathways. During their time at Moat, students will also have access to impartial information, advice and guidance.

Careers interviews are conducted using a combination of specialists from LEBC and Level 6 qualified internal staff. All year 11 students are assured an interview. In addition, students in other year groups can request and interview at any time. Vulnerable students are given priority, they may have a group interview in year 10 and may also be supported with a specialist from Connexions.

Referral may be made from a member of staff e.g. Year Achievement Coordinator or from a need assessment during careers lessons. Students are also free to request an interview. (c/f Gatsby benchmark 8 personal guidance)

Work experience

We are committed to work experience for all students in Year 10. This provides genuine work-related learning and further develops students' employability skills. The work experience programme is organised in conjunction with LEBC. (c/f Gatsby benchmark 6 experiences of workplaces and 5 encounters with employers and employees)

Quality assurance

We endeavour to map and review careers education towards a CDI recommended framework. It is our intention to pursue an external quality award to further strengthen our good practice. As part of this process we reflect on the recommended 8 Gatsby benchmarks (Gatsby report, Good Career Guidance, 2015). We are members of the Career Development Institute (CDI).

We are one of the original Careers and Enterprise Company Hub schools, consequently, each term, we complete Compass + (an audit of the success of completing the 8 Gatsby Benchmarks), this is externally monitored by our Enterprise Coordinator. In addition to this our Enterprise Advisor works to quality assure our programme as do our governors. We also follow the annual schools QA process.

External careers organisations and providers

Moat Community College works with a large number of external organisations to ensure delivery of a high quality careers education and the fulfilment of the Gatsby Benchmarks, these include: The Careers and Enterprise Company, LEBC and Connexions.

The Careers team would like to welcome any local employers into college to speak to students about specific industry sectors, local employment, employment skills, and training opportunities. This could be in the form of an assembly, lunchtime talk or by participating in our

event for year 7 students 'What's my job?'. Are you an employer or provider who would like to add to one of our events or help us with our careers work? Please contact the Head of Careers
Ms Hetal Sharma hsharma@moat.leicester.sch.uk 0116 2625750

Prior learning and opportunities for each year group

Year	Prior learning	Opportunities
Year 7	<p>KS2 learning includes learning about the world of work and 'what's my job?' type of activities. At KS3 students' progress onto understanding themselves and meeting employers for the first time.</p>	<p>Students continue to develop by liaising with local employers in an event called 'What's my job?'. (c/f Gatsby benchmark 5 – encounters with employers and employees) Students will receive an introduction in a to look at their skills, qualities and achievements and will write a personal statement. Careers work will be delivered largely during tutorial sessions. There may be the opportunity to visit local universities to take part in a widening participation event. (c/f Gatsby benchmark 7 – encounters with further and higher educations)</p>
Year 8	<p>Students will continue to develop confidence in their skills and qualities, building on the work done in Year 7. Students' progress onto KS4 option information and the opportunity put this in the context of employment.</p>	<p>Year 8 students will look at the realities of job advertisements and the changing world of work. In addition, they will have the opportunity to examine local labour market information and explore jobs of the future. Students will use ICT packages such as Xello and the National Careers Service to consider the qualification options for studying after year 8. All students will begin to learn and practice skills needed for interviews. Careers work will be delivered through Careers and PDE lessons and through the tutorial programme. (c/f Gatsby benchmark 2 – learning from career and labour market information) Students are provided with the opportunity to take part in a 'Speed networking' event supported by local employers. (c/f Gatsby benchmark 5 – encounters with employers and employees) There may be the opportunity to take part in widening participation activities at the local universities. (c/f Gatsby benchmark 7 – encounters with further and higher education) Students will receive information to help them decide on which options they would like to select for their GCSE courses and can also request an impartial 1:1 careers interview. (c/f Gatsby benchmark 3 – addressing the needs of each pupil)</p>
Year 9	<p>Students will continue to develop confidence in their skills and qualities, building on the work done in Years 7 & 8.</p>	<p>Students will progress onto widening employment information including apprenticeships. Careers work will be delivered largely during tutorial time and will include participation in the Steps into the NHS competition. Students will have the opportunity to develop their knowledge about Apprenticeships (delivered by the LEBC) which supports the PAL. (c/f Gatsby benchmark 2 – learning from career and labour market information) There will be an opportunity to learn more about careers within the NHS – Health Fair (c/f Gatsby benchmark 2 – learning from career and labour</p>

		market information). There may be the opportunity to visit local universities for a widening participation event. (c/f Gatsby benchmark 7 – encounters with further and higher educations)
Year 10	Students having been developing their skills and qualities, as well as researching various careers.	In year 10 students will progress by researching post 16 options for when they leave Moat and they will gain first-hand experience of employment and employability in preparation to post 16 qualifications. They will explore the variety of routes on offer and select which may suit them best. Students will be introduced to qualification frameworks (NQF) to help them understand the range of academic and vocational qualifications that may be available, as well as the requirements to access these courses. They will develop their interview skills with local employers and create a CV. In addition to this, they will be introduced to the PS16 college application process. Students will research selected careers using Xello and a range of websites in order to produce a detailed career action plan. Students will learn a range of financial literacy skills, from understanding student finances to pay slips and state benefits, including the bursary. All students will be expected to take part in a work placement, which will develop and allow them to practice their employability skills in a very real way by being part of the world of work. Preparing for this placement will require them to: make formal telephone calls, be interviewed, set and fulfil targets as well as understand health and safety and rights in the work place. At the end of the placement the students will do some reflection work as well as create a CV. Careers work will be delivered through Careers and PDE lessons and tutorial sessions. (c/f Gatsby benchmark 6 – experience of workplaces) There may be the opportunity to visit local universities for a widening participation event. (c/f Gatsby benchmark 7 – encounters with further and higher educations) The students will take part in a mock interview to develop their employability skills as well as better prepare them for the world of work. (c/f Gatsby benchmark 5 – encounters with employers and employees) Students can request an impartial 1:1 careers interview. (c/f Gatsby benchmark 8 – personal guidance). Students continue to further develop their personal statement.
Year 11	We build on learning from year 7 to 11 and promote all forms of post 16 study (PAL).	Students will be supported to make their PS16 college application for year 12 or apply for an apprenticeship (including their personal statement). Events will be arranged for them to speak to local providers and gather information about the variety of choices open to them, including colleges/sixth form and apprenticeships. Students will be notified of open days and events at local post 16 providers. They will be expected to attend, preferably with a parent/carer. In October a post 16 careers event is held, attended by local post 16 providers and employers such as the army.

		Careers work will be delivered largely during tutorial sessions. (c/f Gatsby benchmark 7 – encounters with further and higher education) Students will have the opportunity to learn about the National Citizen Service (NCS) programme, during an assembly, to further develop their skills and qualities and to better prepare them for life after Moat. Students will have the opportunity to develop their Financial Literacy knowledge. All students will have a 1:1 careers interview which will take place before the PS16 deadline date. (c/f Gatsby benchmark 8 – Personal guidance)
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Head of Careers and Personal Development Education: Ms Hetal Sharma, hsharma@moat.leicester.sch.uk

Assistant Principal, Personal Development: Dr Annabelle Larsen, alarsen@moat.leicester.sch.uk

Work Experience Co-ordinator: Mrs Laura Patel workex@moat.leicester.sch.uk

Policy Review Date: November 2024 **Reviewed by:** Annabelle Larsen

The policy is next due for review in November 2026.