



Werneth School

Careers Policy

Policy owner	Hannah Massey
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Revision History

Date	Document Version	Document Revision History	Document Author / Reviser	Document Approver
16th July 2020	1.0	Reviewed with Headteachers/Governing Body Displayed on website July 2020	Rhiannon Chantler - DHT	Governing Board July 2020 (initial approval) Trust Board July 2020 (final approval)

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Policy Statement

This policy is underpinned by our school ethos of “*Aspirations for All*”. We aim to provide high quality impartial, accessible careers education, advice and guidance services to support learners in their personal/social development and self-awareness.

We will prepare learners for the next stage in their life by assisting them in making Well Informed Realistic Decisions (W.I.R.Ds) about their future. We aim to develop their skills, increase their confidence, independence and motivation, thus helping them overcome any potential barriers they may face in their progression from school, to college/university or the world of work.

Scope and purpose of policy:

- build confidence and help learners to identify their skills, qualities and goals
- help learners understand their motivators and potential barriers
- help learners raise awareness of factors that affect their career choice
- promote social mobility by informing learners about the full range of education, training and employment opportunities available to them both locally and nationally and this will be supported by good quality Labour Market Information (LMI)
- provide a planned programme of careers education and guidance activities across the curriculum that gives them information about education and training opportunities.

Context

Each year, around 95% of our Year 11 students stay in Further Education. We ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships and colleges. Werneth is committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities.

The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education’s statutory guidance 2018 and Provider Access Legislation, set out in the Skills and Post-16 Education Act 2022.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

Provision

Provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught Life Learning programme in Year 7 through to Year 11 and a multitude of activities in partnership with our external providers.

At Key Stage 3, this includes lessons with an aim to raise student aspirations, exploring stereotypes in the workplace and employability skills. Students also investigate their resilience, preferred learning styles and also role models within business; including qualities and attributes within successful persons in employment.

Assemblies with local colleges and a parent and student information evening on choosing options are also provided. In Year 7 and 8 students have careers experiences built into the school calendar. These are facilitated by the Manchester United Foundation and a number of external providers and employers including the NHS, RAF, apprenticeship providers and all feeder colleges.

At Key Stage 4, students continue research into careers and pathways into higher education. They develop skills in CV, letter writing, presentations and interviews. This includes mock interviews; a parent information evening; assemblies on apprenticeships and Post-16 Options Evening for parents and students. Individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships. During enrichment week students experience an Enterprise day that simulates trading and finance and a host of workshops with external providers on the theme of the world of work.

Please see careers entitlement through Life Learning in Appendix 1.

Careers Team

Hannah Massey- SLT lead and strategic lead for careers

Pamela Mason - Werneth school careers officer/facilitator

Natalie Smith-O'Connell - Careers and Life Learning Co-ordinator

Amy Hurdiss - Manchester United Foundation Hub Officer

Hannah Cain - CEaIG Officer (EHCP and LAC students)

GMCA Bridge - External partnership

GM Higher - external NCOP (National Collaborative Outreach Programme)

Role and Responsibilities

LIFE LEARNING	<p>Responsible for delivering Careers education in the LL curriculum and liaising across ALL school departments to ensure subject specific careers education is being delivered particularly in STEM.</p> <p>Hearing inspiring speakers that introduce learners to a world outside their regular communities and ideas of work</p> <p>Visits to real-world workplaces, skills shows and higher education providers</p> <p>Facilitating community projects</p> <p>Raising awareness of opportunities to enhance learners' prospects</p>
MANCHESTER UNITED FOUNDATION	<p>Enhancing links with external employers, for example, the NHS, Army and Manchester College</p> <p>Enhance experiences of visiting workplaces</p>
TEACHING STAFF	<p>All staff are expected to contribute to the career learning and development of students in their different roles.</p>
GOVERNORS	<p>Overseeing the school's provision and ensuring learner entitlement is met.</p>

CIAEG	Providing impartial careers guidance to all students in a one-on-one interview during Year 10 and 11.
EXTERNAL LINKS	GM Higher, GMCA Bridge
PARENTS/CARERS	Parents should be recognised as co-partners in the development of their child and be supported in developing the confidence and capability to support their child's decision making.

Careers and SEND provision.

Every student with SEND follows the same programme of careers as their peers, with adaptation and support from the SEND team where appropriate. The independent careers advisor is present at all SEND review meetings and advises parents / carers and external agencies on suitable progression into Higher Education. There are separate, additional college visits for students for some SEND students. The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process.

Monitoring and Evaluation

Built into the careers programme are opportunities for students to self-evaluate and reflect on their learning at key points, such as Life Learning student voice and mock interviews during Year 10. All students in key events complete surveys. Leavers' destination information is also analysed. All students will have access to Xello, the CIAG platform championed by the Greater Manchester Combined Authority as of 2024.

Date Approved:

Date of next review: July 2024

Appendix 1 Life Learning Overview

Appendix 2 Department of Education Gatsby Benchmark Guidance

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