

THE GROVE SCHOOL CAREERS POLICY.

CAREERS EDUCATION AND GUIDANCE

Aim of Careers Education

Careers education and guidance should help pupils in years 9-11 as stated in the education act 2011 to:

- . know themselves better - SELF AWARENESS
- . be aware of education, training and career opportunities - OPPORTUNITY AWARENESS
- . make choices about their own continuing education and training and about career paths - DECISION MAKING
- . manage transitions to new roles and situations - TRANSITION LEARNING

As a school we have the responsibility to ensure that all pupils aged 14-16 years have access to impartial and independent careers advice.

Rationale

These aims will help to promote five strands in pupils' development:

- . Self - knowledge of self qualities, attitudes, values, abilities, strengths, limitations, potential and needs
- . Roles - position and expectations in relation to family, community and employment
- . Work - application of productive effort, including paid employment and unpaid work in the community and at home
- . Career - sequence of roles undertaken through working life and the personal success, rewards and enjoyment it brings
- . Transition - development of qualities and skills which enable pupils to adjust to and cope with change, e.g. self-reliance, adaptability, flexibility, decision-making, problem-solving

Careers education will be delivered through:

- PHSE programme
- CONNEXTIONS Service
- Work Experience in school and out with school
- Employer Visits to school and pupil visits to employers
- Parental involvement
- Governor involvement

- Person Centred Planning
- Inspirational speakers
- Interview advice
- Employers advice sessions
- Partnership with employers
- Qualifications
- Visits to Jobcentres and accessing online job vacancies

Documentation and Record keeping for progress through careers cycle:

Pupils will be able to record their careers pathways and evidence what they have achieved for future reference through the following:-

Pupil's Individual education programmes
 Annual Review
 Person Centred plans
 Careers folders
 Certificates
 Transition plans
 Individual Pupil target sheets
 Careers app, Camera 365 Careers I-Pad
 Record of post school placements
 Work placement reports from employers
 Work placement reports from pupils
 Relevant ASDAN unit in PSD

Careers Education Entitlement.

All pupils, regardless of their race, class, gender, faith or special educational needs, shall be entitled to:

1. Access to careers advice from their school staff and the Careers Service
2. Careers education delivered through the formal curriculum, the PHSE, SMSC and other school activities and events
3. Use of Careers Resources that are chosen for their appropriateness for the needs of individual pupils
4. A careers interview
5. Work Experience - where applicable.
6. Use of careers-based software such as "CV and letter writing"

7. Advice at Annual Reviews and Transitional reviews
8. Pupil views and ideas
9. Development of Careers pathways

Work Experience.

Work experience is a placement on an employer's premises in which a pupil carries out a particular task or duty more or less as would an employee but with an emphasis on the learning aspects of the experience.

Work experience gives pupils the opportunity to:

- . develop their self-awareness and personal effectiveness and contribute towards building the self-confidence and motivation required in the adult world. (PERSONAL DEVELOPMENT)
- . develop sensitivity to the problems and priorities of others and to work effectively together in a team. (INTER-PERSONAL DEVELOPMENT)
- . develop an understanding of the world of work and to relate what has been learnt in school to the working environment. (UNDERSTANDING THE WORLD OF WORK)
- . encourage pupils to develop a greater awareness of and a proactive approach to opportunities, resources and talents and to sample particular areas of work in which they have expressed some interest. (LIFE STRUCTURING)

These aims will help to promote the following:

Personal Development:

- . developing pupils' self-awareness and personal effectiveness in a new situation
- . giving pupils the opportunity to show initiative and responsibility out of school
- . allowing pupils to gain a sense of achievement
- . allowing pupils to gain in confidence (a belief in themselves) and giving them a chance to try new things
- . improving pupils' motivation and clarifying personal aims

Inter-Personal Development:

- . learning to mix with adults of a differing age range
- . appreciating the need to work as part of a team
- . appreciating the importance of communication skills and providing a chance to talk with and listen to others

- . having the opportunity to relate to others in different roles

Understanding the World of Work:

- . helping pupils understand the relationship between schools/industry and other organisations in the community
- . helping pupils understand the disciplines of the workplace and the relationship between jobs and the attitudes of employees
- . providing the pupils with first hand knowledge of work, the working environment and the skills required by a specific job
- . helping pupils appreciate the importance of health and safety in any working environment

Life Structuring:

- . helping pupils to make a more informed choice of job or career
- . giving pupils a realistic idea of what work and a career entails
- . helping pupils to aim high and be realistic about their plans
- . helping pupils assess their school performance and report and research job qualification carefully
- . enabling pupils to identify their own life pattern

Health and Safety and Insurance.

Pupils taking part in Work Experience will be treated as if they were employees with regard to their protection and duties while under the charge of the employer. Insurance is provided through the SLA with Northumberland County Council.

Monitoring Placements

Monitoring of Work Experience placements is deemed by the school as very important for the following reasons:

- . the pupil and the employer can see that support is being given by the school
- . it provides an opportunity for the pupil and the employer to discuss any problems that may have arisen
- . it provides an opportunity for the school to evaluate whether the objectives of Work Experience are being met
- . it helps reinforce the appreciation of the time and effort given by employers
- . it helps to ensure the continued success of the Work Experience programme

The support that is provided for each child is dependent on the needs of the pupils, it may be in the form of 1-1 support or support for the initial few days with this support being reduced when the pupil is feeling able and secure to complete the placement themselves.

Evaluation

At the end of each phase of Careers advice and guidance, as well as at the end of any work experience each pupil will be supported to evaluate their experience alongside staff who have been involved. This evaluation process will ensure that practice can be developed and improved upon for the next time and that any issues that the pupil has can be addressed.