



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

Policy Document	
Title	Longcroft School & Sixth Form Careers Education Policy
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Author	A Coupe
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1. Introductory Statement

1.1 This policy sets out Longcroft School & Sixth Form College's commitment to providing high-quality careers guidance to our students. As a policy, it is underpinned by our values of Great Heart, Thought & Vision. Great Heart reminds us of the diversity of our community and the extent to which we believe that a well-structured, stable and reflective career development programme can help to promote personal well-being, raise aspirations and improve the life chances of our pupils. We give Great Thought to how to best structure a programme to meet the needs of our young people, reflecting on what is successful and adapting the programme in the light of its outcomes and impacts on students. Finally, with Great Vision, we create a programme that seeks to open new horizons for our pupils, either within themselves through becoming aware of their potential futures or by creating opportunities for them to develop increased awareness of employers and educational providers.

2. Our Commitment

2.1 We believe that every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed.

2.2 Therefore, Longcroft School and Sixth Form College has a commitment to provide high quality careers guidance for all pupils and students in Years 7 - 13 that prepares and inspires our young people.

2.3 In making this commitment, we are mindful that we are subject to a range of statutory duties and expectations. These include:

- Colleges have a legal requirement to provide all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the 1997 Education Act).
- The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which: a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).
- The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given
- All 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement).
- All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.
- 2018 Access to Providers - New legislation (2018, paras 61-69) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y8-13.
- All ESFA funded education for 16 to 19-year-olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals.
- Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).

2.4 In addition, we recognise the importance of meeting the Gatsby Benchmarks as established by the Gatsby Foundation in their publication '*Good Career Guidance*' and endorsed in the DfE's Careers Strategy (January 2018). In order to best meet the needs of our pupils and to comply with the government's Careers Strategy, our programme has been developed in line with the Gatsby Benchmarks. The eight Gatsby Benchmarks are as follows:

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 workplaces
7. Encounters with further and higher education
8. Personal guidance

3. Objectives

3.1 In developing our Careers Programme, we aim to ensure that our pupils:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

4. Provision

4.1 Longcroft School has a stable Career Development Programme that is published on our website.

4.2 Careers provision is mapped against the Gatsby benchmarks. The current career development programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHE programme in Years 7 through to Year 13, which is taught by class room teachers or tutors as appropriate. Careers is also included in the school's enrichment programme. Careers information is available both in the library and in digital format via the LogOnMoveOn platform (a platform which provides access to information on apprenticeships, college courses, the labour market and career pathways) that students have access to from Year 9 onwards.

4.3 In Year 7 PSHE lessons, pupils learn:

- how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity
- about a broad range of careers and the abilities and qualities required for different careers
- about equality of opportunity
- how to challenge stereotypes, broaden their horizons and how to identify future career aspirations
- about the link between values and career choices

4.4 In Year 8 PSHE lessons, pupils learn:

- about equality of opportunity in life and work
- how to challenge stereotypes and discrimination in relation to work and pay
- about employment, self-employment and voluntary work
- how to set aspirational goals for future careers and challenge expectations that limit choices

4.5 In Year 9 PSHE lessons, pupils learn:

- about transferable skills, abilities and interests
- how to demonstrate strengths
- about different types of employment and career pathways
- how to manage feelings relating to future employment
- how to work towards aspirations and set meaningful, realistic goals for the future
- about GCSE and post-16 options
- about young people's employment rights and responsibilities
- skills for enterprise and employability

4.6 In Year 10 PSHE lessons, pupils learn:

- how to evaluate strengths and interests in relation to career development
- about opportunities in learning and work
- strategies for overcoming challenges or adversity
- about responsibilities in the workplace
- how to manage practical problems and health and safety
- how to maintain a positive personal presence online
- how to evaluate and build on the learning from experience of the workplace

4.7 In Year 11 PSHE lessons, pupils learn:

- about young people's employment rights and responsibilities
- skills for enterprise and employability
- how to give and act upon constructive feedback
- how to manage their 'personal brand' online
- habits and strategies to support progress
- how to identify and access support for concerns relating to life online

4.8 In Years 12 & 13, students undertake the 'Your Journey of Life' Programme which includes an element of careers education.

4.9 In addition to the above PSHE learning, our career development programme includes a range of additional opportunities for young people to broaden their knowledge, understanding and experience of the world of work, including:

- A careers assembly delivered by the careers leader in the autumn term for every student.
- A weekly powerpoint created by the careers leader and delivered by Form Tutors that covers career profiles, employability skills, labour market information, applying for post-16 courses etc.
- Visits to employers as and when possible, including to our Enterprise Partner BostonAir

- An annual Careers Fair in the autumn term, where colleges, universities, the armed forces and local employers come into school and interact with students.
- The use of the LogOnMoveOn platform from Year 9 onwards, with Year 9 completing the Skills Passport, Year 10 writing a Personal Statement and Year 11 applying for Sixth Form, College courses and Apprenticeships by the end of the autumn term.
- Visits to local colleges, including an East Riding College taster morning for Year 10 students and a visit to the apprenticeship fair at Bishop Burton College for Year 11.
- A Year 9 visit to Hull University.
- Where possible, the inclusion of a careers element in the school's House Enrichment Days.
- The use of a range of speakers about the world of work

4.10 As a school, we are partnered with BostonAir as our Enterprise Partner as arranged by the Careers & Enterprise Company. BostonAir is a local company who provide contract and permanent recruitment, line maintenance and technical training services to the aviation industry and they provide a range of employer interactions for our pupils, including supporting us in the provision of the *Raising Aspirations* Programme as part of the Women Into Manufacturing & Engineering (WiME) project for Year 10.

4.11 We aim for our pupils to have at least one meaningful encounter with an employer in each year of their education at Longcroft School.

4.12 As a school, we are very aware of the importance of linking the taught curriculum with the world of work. We use a number of methods to achieve this, including:

- The use of a 'Careers' watermark by teaching staff on their lesson slides where their taught learning touches on careers information.
- The exposure of all pupils to pre-created plenary slides that highlight careers associated with subjects at least once per half term in each curriculum area.
- An annual 'Bring A Colleague To Work Day' when individuals from local businesses come into school to work with associated curriculum areas.
- Noticeboards/displays in each curriculum area highlighting associated career paths.
- Where curriculum areas plan subject-specific trips and visits to support their curriculum learning, they include a careers element of learning if those visits bring young people into contact with the world of work.

4.13 To encourage an understanding of careers education and local labour market information (LMI) we publish a fortnightly PSHE/Careers update in our parental newsletter.

4.14 In order to further develop our provision over time, Longcroft School is a member of the Local Enterprise Partnership, the Hull and East Yorkshire Careers Hub.

5. Management & Delivery

5.1 Roles and responsibilities are as follows:

- The governing body are responsible for approving this policy and ensuring it is implemented effectively
- The senior leadership team are responsible for overseeing the work of the careers leader in delivering this policy
- The Careers Leader is responsible for planning and co-ordinating the provision of the Career Development Programme; overseeing and ensuring that it is delivered; monitoring its effectiveness; adapting the programme as necessary; liaising with external providers, employers, the Careers & Enterprise Company, and other external agencies who support the programme; co-ordinating the work of other staff in so far as that work touches on careers; completing regular compass+ audits; keeping parents informed about careers at Longcroft School; and reporting on the provision to the senior leadership team and the governing body.
- Curriculum Leaders are responsible for ensuring that their teams implement those elements of the Career Development Programme that are designed to be delivered in curriculum areas, in pursuance of Gatsby Benchmark 4.

- Year Leaders are responsible for ensuring that their form tutors deliver in an effective manner those elements of the Career Development Programme that are designed to be delivered in form time.
- Form Tutors are responsible for delivering elements of the Career Development Programme as instructed by their Year Leaders and/or the Careers Leader.
- PSHE teachers are responsible for delivering elements of the Career Development Programme as instructed by the PSHE Leader and/or the Careers Leader.
- Teaching staff are responsible for including and highlighting careers learning in their lessons where possible and as instructed by their Curriculum Leaders and/or the Careers Leader.
- All staff are responsible for highlighting careers information to our pupils when given the opportunity to do so.

5.2 All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will be mindful of these when planning staff training. The Careers Leader will liaise with those planning staff training to ensure that appropriate support is given to staff within a reasonable period of time.

5.3 Funding for the Career Development Programme will be allocated within the school budget in accordance with the appropriate school policies. In addition, the school will explore sources of external funding where these can be used to further the overall effectiveness of the programme.

5.4 We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance. As far as possible, we will follow the recommendations of The CDI Framework and *Careers in the Curriculum* (Careers & Enterprise Company, 2017) which emphasises the importance of creating rich learning environments and designing compelling learning experiences for students. We note that dialogic teaching, enquiry-based learning, first-hand experiences and reflective learning are an important part of this. Assessment as and for learning is also important in this, and therefore the PSHE-based elements of the Career Development Programme will be assessed in line with the other elements of the PSHE curriculum.

5.5 We will ensure that all students have access to independent information, advice and guidance and will work towards developing this provision further over time.

5.6 The implementation of the Career Development Programme will be monitored and reviewed by the Careers Leader. We use the Compass+ tracking tool to track every pupils' exposure to the Career Development Programme and to assess the school's performance against the Gatsby Benchmarks at least three times per year. In addition, we will regularly review and reflect on the effectiveness of the programme both in parts and as a whole. This will include pupil evaluation of individual exposures to careers education immediately following such provision, as well as a yearly student and parent survey to be conducted in the spring term. We recognise that the outcomes which it is appropriate to measure in such a survey are often small transformative learning steps such as an increase in confidence, reduced anxiety or an improved attitude. The Careers Leader will report the outcomes of this survey, identify shortfalls in the programme and improve as necessary. We will also interrogate the destination data of our Year 11 cohorts each autumn term to ensure that the Career Development Programme has met their needs.

5.7 We acknowledge and seek to develop the important role that parents have in their child's career development and will support this through regular communication with parents. In addition to the fortnightly newsletter, we will keep parents informed of how we are supporting our pupils and students through the various transitions that their education, particularly when moving from KS3 to KS4, and into post-16 and post-18 education.

5.8 In pursuance of the implementation of this policy, the school has ongoing partnerships with a number of supportive agencies. We work with the Careers & Enterprise Company who regularly advise the Careers Leader on the programme, we are a member of the Hull & East Riding Careers Hub, the Careers Leader works closely with East Riding Local Authority School Improvement Officers in support of their work and attends the Hull & East Riding Career Leader Network meetings, and our Enterprise Partner is the BostonAir Group of companies.

5.9 We are committed to collaborative working with employers, local universities and other higher education institutions, local colleges, apprenticeship providers and other educational establishments. Whilst we support the East Yorkshire Sixth Form based at Longcroft School, we recognise some students may wish to undertake their post-

16 learning elsewhere and recognise that all students should be able to make any such decisions in an informed manner. We therefore work with providers of alternative routes through post-16 education such that our pupils and their parents can assess which route is most appropriate to them. We acknowledge and celebrate the diversity of post-16 and post-18 options available to our pupils and students.

6. Statement by the Governing Body/Trust

16.1 The governance board of Longcroft School adopted this policy on _____

16.2 It will review the policy in August 2023.

Annexe 1

This annexe sets out the progress that the school is making towards meeting the eight Gatsby Benchmarks at the time of the policy's creation in August 2021.

More information about the Gatsby Benchmarks can be found here: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

1. A stable careers programme

- The Careers Leader has completed an OCR Level 6 Diploma in Career Guidance and Development
- We have designed a Career Development Programme based around PSHE lessons, tutor time, enrichment activities and curriculum learning
- Our Career Development Programme will be available on the school website from the end of September 2021
- Our Career Development Programme will be actively evaluated through the Compass+ audit at least three times per year
- We will interrogate destination data from Year 11s every autumn term to reflect on the effectiveness of the programme
- We will survey parents and students annually regarding the programme

2. Learning from career and labour market information

- Labour market information is shared with students and parents fortnightly through the Longcroft News newsletter
- We have a central noticeboard in school dedicated to labour market information
- In the autumn term, all students receive information in tutor times about different employment sectors
- Students from year 9 onwards have access to the LogOnMoveOn platform which includes labour market information
- Our Enterprise Partner BostonAir is a local company that provides a wealth of understanding regarding various employment sectors and we will work in close partnership with them
- We use the LogOnMoveOn Employer Insight Programme which provides pupils with an insight into the world of work
- We have engaged careers talks from public speakers and will continue to do so as we emerge from COVID-19 restrictions
- We have launched an annual Careers Fair to be held in September with (at the time of writing) 10 FE, HE, apprenticeship providers and employers signed up to attend
- Our PSHE programme includes elements of career and labour market information as suggested by the PSHE Association

3. Addressing the needs of each pupil

- We are a pilot school in the *Raising Aspirations* Programme developed by the Women into Manufacturing & Engineering (WiME) team at East Riding Council. This programme will challenge stereotyping around manufacturing and engineering
- We use destination data to assess the coverage of our Career Development Programme
- We will use Compass+ to track the careers exposure of individual students
- We have created a timeline of activity for students from Year 9 (completing the skills passport) through Year 10 (writing personal statements) to the end of the autumn term of Year 11 (post-16 applications) that allows us to assess the status of each pupil's readiness to make transition decisions.
- All post-16 applications will be made by students through the LogOnMoveOn programme to allow us to track the statuses of their applications

- We will prioritise access to individual advice and guidance for disadvantaged and Special Educational Needs students
- We will invite pupils to regularly feedback on careers learning that they experience through reflective exercises after enrichment events

4. Linking curriculum learning to careers

- Each curriculum area will use a suite of plenary slides highlighting careers linked to their subjects at least once per half term with all students
- All teachers will use a 'Careers' watermark on their lesson slides where their taught learning touches on careers information.
- We will plan and deliver an annual 'Bring A Colleague To Work Day' when individuals from local businesses come into school to work with associated curriculum areas.
- Every curriculum area will have a noticeboards/display in each curriculum area highlighting associated career paths.
- Where curriculum areas plan subject-specific trips and visits to support their curriculum learning, they include a careers element of learning if those visits bring young people into contact with the world of work.
- All teachers will be informed of their duty regarding this benchmark during staff training sessions

5. Encounters with employers and employees

- We have launched an annual Careers Fair to be held in September with (at the time of writing) 10 FE, HE, apprenticeship providers and employers signed up to attend
- We have engaged careers talks from public speakers and will continue to do so as we emerge from COVID-19 restrictions
- Our Enterprise Partner BostonAir is a local company who will support us in providing encounters with employers and employees
- Through our enrichment programme we are aiming for all students to have at least one meaningful interaction with an employer per year
- Where curriculum areas plan subject-specific trips and visits to support their curriculum learning, they include a careers element of learning if those visits bring young people into contact with the world of work.
- We use the LogOnMoveOn Employer Insight Programme which provides pupils with a virtual insight into the world of work
- Year 9 will spend a day at Hull University
- We will plan and deliver an annual 'Bring A Colleague To Work Day' when individuals from local businesses come into school to work with associated curriculum areas.
- We will seek to engage employers in the provision of our House Enrichment Days as far as possible

6. Experiences of workplaces

- Where curriculum areas plan subject-specific trips and visits to support their curriculum learning, they include a careers element of learning if those visits bring young people into contact with the world of work
- We are actively planning opportunities for students to visit the BostonAir site, which has a classroom and industrial facilities for students to experience
- We will seek further opportunities for young people to visit work places and have experience of the world of work as we emerge from COVID-19 restrictions

7. Encounters with further and higher education

- All pupils in Year 11 will take part in the East Yorkshire Sixth Form Taster Day
- Pupils in Year 10 will have the opportunity to visit East Riding College for a Taster Morning
- Pupils in Year 10 will have the opportunity to visit the annual Apprenticeship Fair at Bishop Burton College

- We have launched an annual Careers Fair to be held in September with (at the time of writing) 10 FE, HE, apprenticeship providers and employers signed up to attend
- East Riding College will be invited to present an annual assembly to Year 10 pupils
- Year 9 students will visit Hull University for a day to sample Higher Education
- Our Provider Access Statement will set out how further and higher education providers can contact the school and interact with our students

8. Personal guidance

- All pupils will know the name, location and contact details of the Careers Leader who will be available for personal guidance for pupils
- We will actively explore ways to develop our personal guidance further
- Students who do not meet the timescales of the LogOnMoveOn timeline by the end of the autumn term of Year 11 will be followed up and offered enhanced guidance (and referred to the IAG team at East Riding College if appropriate)
- Any additional personal guidance that can be secured will prioritise disadvantaged and Special Educational Needs students in the first instance