

Jubilee High School careers education, information, advice and guidance policy

Reviewed: 18th June 2020

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Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. At Jubilee High School a planned progressive programme of activities 'Lifelong Learning' supports them from years 7 – 11 to develop an awareness of employability skills and understanding of opportunities in the working world that suit their interests and abilities and help them to follow a sustainable career path.

Commitment

Jubilee High School is committed to providing our students with a programme of careers education, information, advice and guidance (IAG) for all students in years 7 – 11.

Jubilee High School endeavours to follow the National Careers Strategy and other relevant guidance from the DfE and Ofsted as it appears.

Aims

Our Lifelong Learning programme is based on the Gatsby Benchmarks as recommended in the DfE's Careers Strategy (December 2017) and the Statutory Guidance for Careers (January 2018).

The 8 Benchmarks are:

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

Outcomes:

As a result of the above objectives the proposed outcomes of Jubilee High School's careers education and guidance policy are:

- To contribute to strategies for raising achievement, especially by increasing motivation to support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including higher education and technical qualifications
- To develop enterprising and employability skills in students

- To significantly reduce the likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)
- To involve all school stakeholders in the careers education of students, including parents and carers.

Student entitlement

Careers education and guidance (CEG) is an important component of the curriculum and at Jubilee High School, we fully support and resource the statutory requirement for a careers curriculum in years 7 – 11 through our Lifelong Learning programme. Being Lifelong Learners is essential for the young people we serve to move into the world of work and study to be successful, resilient and exciting citizens who not only have an excellent work ethic but challenge ideals and innovate.

Development

The policy was developed and is reviewed annually by the careers leader based on current good practice guidelines by DfE/Ofsted and statutory guidance.

Links with other policies

It supports and is underpinned by key school policies including those for teaching and learning, equal opportunities and diversity, health and safety and special needs.

Implementation of careers education

Careers education is delivered through our partnership with Innervate that offers students a programme of study that encourages, inspires and supports students to consider their choices post-16. The collaboration with students begins in year 7 through their PSHE programme and continues throughout their time at Jubilee High School as well as supporting their transition to key stage 5 study and the wider world of work. This is supported by tutors, at key appropriate points throughout the academic years and through departmental curriculum plans.

Implementation of careers guidance

Jubilee High School works closely with the Innervate offering a variety of activities for the students as well as 1:1 careers advice. Work experience is also offered to some students to expand their ideas and give them the opportunity to experience a place of work.

Equality and diversity

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

Parents and carers

Parental involvement is encouraged at all stages. Parents are kept up to date with careers related information and are welcome at careers interviews and where necessary are invited. Parents are invited to careers sessions and fairs.

Management

A named member of staff (the careers leader) co-ordinates the careers curriculum.

Staffing

All staff contribute through their roles as tutors and subject teachers. The careers curriculum is planned, monitored and evaluated by the careers leader following the Gatsby Benchmarks. The careers leader will liaise and consult to ensure that specialist career guidance is available when required. The careers leader is responsible for maintaining all careers resources, support and provision.

Curriculum

The careers curriculum includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the school's learning programme. Other events and activities are planned and organised separately throughout the year.

Resources

Funding is allocated in the annual budget. The careers leader is responsible for the effective deployment of resources.

Staff Development

Staff training needs are identified during regular line management meetings and delivered by senior staff and Innervate.

Funding is accessed from school funds and other initiatives. The school will endeavour to meet training needs within a reasonable period of time.

Monitoring Review and Evaluation

Careers education is monitored and evaluated annually, including through discussion with key staff and students and appropriate observation of activities by the CEG Line Manager and governors.

Partnership agreements are reviewed at least termly. The programme is reviewed annually by the careers leader. When reviewing the programme, the School Development Plan (SDP) is used to ensure that the Lifelong Learning programme is fully supporting whole school aims.