

# CAREERS POLICY

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## 1. INTRODUCTION

1.1 In this policy 'we' and 'us' means Harington School.

Harington School is committed to providing its students with high quality careers advice and guidance that best informs their post 18 options into higher education, degree and apprenticeships, or alternative pathways. The careers programme will ensure that the various needs of all are students are met and delivered in a way that raises the ambition and aspiration of our students. It will pay particular attention to the aims set out in the Gatsby Benchmarks (see Annexe 1). This policy should be read in conjunction with the Curriculum Policy and the SEND Policy.

## 2. INTENT OF THE CAREERS PROGRAMME

The careers programme at Harington School has been designed to specifically:

- Ensure that students are fully aware of the opportunities available to them at Post-18 in the fields of further and higher education, degree and apprenticeship and direct employment;
- To ensure that students are well placed and supported to make a strong and successful application to their chosen aspirational post-18 pathways;
- To provide students with the necessary work related skills and attributes required to succeed in the work place and further study;
- To ensure that parents are well informed of the support provided and the role they can play supporting career preparation.

### **3. RESPONSIBILITIES FOR IMPLEMENTATION**

Responsibility for the implementation of the whole School careers programme lies with the Head of School who is responsible for ensuring there is a coherent programme of support appropriate to the needs of all our Students. Other members of staff responsible for the implementation of the programme include:

- The Senior Leader responsible for the Post-18 Programme of Study. This post holder should ensure that the agreed careers programme is delivered to a high standard, regularly reviewed and evaluated. They will work in close partnership with the staff outlined below to ensure consistency of approach;
- The Federation Careers Advisor will provide independent advice for individual students regarding career options and who will liaise with the Post -18 programme of study senior lead to organise external events that support the careers programme;
- Delegated teaching staff who, as part of their whole School responsibilities, will lead agreed elements of the careers programme. This will typically be linked to the development of specific career pathways or the tutorial programme which support careers;
- Form tutors who will provide individual support to tutees regarding the appropriateness of their chosen pathways, and in ensuring a high standard of application. Form tutors also play an important role in delivering key aspects of the tutorial programme linked to careers guidance;
- Subject teachers who will provide specialist advice on related application and make clear employment links through their curriculum and extra curriculum offer.

### **4. STAFF DEVELOPMENT**

Staff responsible for the delivery of the careers programme should be well informed through the appropriate level of internal and external training provided. Particular care should be given to those members of staff who lead particular aspects of our provision or whom are new tutors.

### **5. EXTERNAL PARTNERSHIPS**

The School is committed to working in effective partnership with external agencies to ensure a strong careers programme. The list below is not exhaustive but an indicative list of the expertise the School draws upon;

- Leicester University – As a partner university, Leicester provides guidance around personal statements, applications and student finance
- Oakham School – As a partner school, Oakham provides support and expertise in a number of niche areas. These currently include a joint Medical Society, support for Oxbridge interviews and an apprenticeship event.
- The Peterborough Skills Service - This organisation provides contact to numerous areas of expertise including a CV writing service and local employers.
- St. Catherine's College, Cambridge is our Oxbridge outreach provider who visit School regularly to provide bespoke advice on application and process.

## **6. IMPLEMENTATION OF THE CAREERS PROGRAMME**

The careers programme runs throughout the time students are studying at the School. Prior to starting at Harington all students receive a one -to -one interview, typically with the Head of School or senior leader, where specific advice is provided linked specifically to career routes and A Level choices. In addition to this students typically benefit from:

- An academic enrichment programme in Year 12 which provides opportunities to develop life skills through volunteering, alongside bespoke subject sessions related to career pathways;
- A tutorial programme that covers work related skills, enterprise and career routes. Opportunities to develop student independence such as through the Duke of Edinburgh Programme or completion of the Extended Project Qualification;
- Access to a careers advisor who can provide impartial advice and guidance;
- A number of lectures from external partners including university and apprenticeship providers;
- Access to external events including university and apprenticeship fairs;
- A mock interview week where all students have access to a mock interview with a local employer;
- A pathways programme that supports those particularly competitive Post-18 routes such as Oxbridge or Medics;
- High quality post 18 guidance, explicitly around university application writing and submissions. A Post -18 week where students have opportunities to discuss their application with graduates and local employers;
- Support and guidance for students and parents throughout the process including parents briefing and support on A Level results day.

## **7. IMPACT OF THE CAREERS PROGRAMME**

The impact of the careers programme is measured each year to ensure that it achieves the aims set up in the intent section of this policy. This will be reported upon in the annual Transformation Plan. In particular this evaluation will include:

- A summary of those students that achieved their preferred university or apprenticeship choice. A summary of those students who achieved a successful application to Russell Group and other prestigious Universities;
- Student survey responses, collected annually which questions the overall quality of provision, alongside specific application process support;
- Tutorial observations completed during the sessions on employability / careers skills;
- Focus group with students to discuss their bespoke support.

## ANNEXE 1: GATSBY BENCHMARKS

### IMPLEMENTING THE CAREERS PROGRAMME: THE GATSBY BENCHMARKS

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in schools and colleges. Harington School aims to ensure that its careers policy addresses each of the 8 benchmarks, are measured against them and are regularly reviewed and updated accordingly.

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.