

Appendix A

York High School Careers Policy Statement

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Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has regard to the DfE's statutory guidance, 'Careers guidance and inspiration in schools', which was last updated in March 2015.

The main aims of careers provision at York High School are to:

- Prepare pupils for life post-16 and post-education.
- Inform and develop pupils' understanding of different career paths.
- To highlight the relevance and importance of school.
- Develop pupils' understanding of the differences between school and work.
- Inspire pupils to have high aspirations and to work towards achieving them.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

1. Key roles and responsibilities

1.1. The governing body has overall responsibility for the implementation of the Careers Policy at the school.

1.2. The governing body has overall responsibility for ensuring that the Careers Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

1.3. The governing body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

1.4. The Headteacher is responsible for overseeing the implementation and management of the Careers Policy and will appoint a member of SLT to line manager Careers at York High School.

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2. Statutory duties

2.1. York High School ensures that all registered pupils are provided with independent careers advice and guidance from Year 9 to Year 11.

2.2. The school's careers strategy is shaped by the needs of individual pupils, and, therefore, developing a strong dialogue with pupils is at the heart of the policy.

2.3. The school will ensure that the independent careers advice provided:

- Is presented impartially.
- Is given in the best interest of the individual pupil receiving the guidance, taking into account their personal aspirations and needs.
- Consists of a wide range of information on the availability of further education and training options, including apprenticeships and vocational pathways.

2.4. The school will make it clear to pupils that they will be required to continue studying GCSE English and maths post-16 if they do not achieve a grade 4 or better at GCSE in these subjects.

2.5. The school will make it clear to pupils that although they must remain in education or training beyond the age of 16, they are not required to stay in school.

2.6. The school will also ensure that pupils understand the wide variety of opportunities available in the job market, including the fact that many careers require a good knowledge of the science, technology, engineering and maths (STEM) subjects.

2.7. The school will ensure that the opportunities created by studying STEM subjects are particularly emphasised for female pupils, who are statistically much more likely to limit their careers by dropping STEM subjects at an early age.

2.8. The school will ensure that opportunities for pupils to develop an entrepreneurial spirit are accessible, e.g. through Careers and Enterprise opportunities.

2.9. The school will ensure that both high attaining pupils and those with special educational needs and disabilities (SEND) are supported to make an informed choice about whether to aim for university or an equally high calibre apprenticeship.

2.10. Pupils will be made aware of extra-curricular opportunities, such as the National Citizens Service.

3. Additional provision

3.1. Pupils will be surveyed annually about their career ambitions.

3.2. In addition to the school's statutory duties, the school provides a range of additional careers activities and opportunities, which are published on the school website.

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3.3. We have developed links with a number of local colleges, training providers, employers and universities.

4. Methods

4.1. York High School will use the following methods to deliver a strong, well-rounded careers provision:

- Providing a range of opportunities that enhance the curriculum.
- Promoting awareness of the world of work.
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement, including those that are often portrayed as primarily for one or other of the sexes, e.g. encouraging girls to pursue STEM related careers.
- Promoting awareness and understanding of work, industry, the economy and community.
- Relating skills, attitudes and knowledge learned in school to the wider world.
- Developing pupils' personal and social skills to relate to the world of work.
- Providing informed and impartial guidance.
- Enabling pupils to make considered decisions with regard to future choices.
- Maintaining and developing effective links with key partners, such as NYBEP and the National Careers Service.
- Preparing pupils for the transition to further education or employment with training.
- Helping pupils with basic career management such as CV writing, CV building, job searches and job interviews.
- Visiting open days at further and higher education institutes.
- Providing access to online creative resources and labour market intelligence.

4.2. The school will encourage cross-curricular links to careers in other subjects.

4.3. The school will develop schemes of work recognising the importance of careers.

5. Curriculum

5.1. The school has a planned programme of Careers and Aspirations activities/opportunities taking place throughout the academic year.

5.2. The school will introduce Careers in Citizenship lessons and promote aspirations through the Positive Behaviour programme.

5.3. Each subject curriculum will link to FE and/or careers in that area.

5.4. The school will develop schemes of work recognising the importance of careers.

6. Targeted support

6.1. The school will work closely with the LA to identify pupils who are in need of targeted support, or who are at risk of not participating in post-16 education/training.

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6.2. In collaboration with the LA, the school will establish ways of referring identified pupils for intensive support from a range of education and training support services available locally.

6.3. The school will ensure that pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Pupils will be advised of how to access this funding and who they should speak to in order to find out more information.

6.4. The school will work closely with the LA and local post-16 education and training providers to support with post-16 participation costs, such as care leavers or those entitled to free school meals (FSM).

6.5. The school supports the vision that all pupils with SEND are capable of paid employment, with the right preparation and support.

6.6. The school will ensure that they support pupils with SEND in developing the skills, qualifications and experience needed to pursue their careers.

6.7. Independent and partial advice provided to pupils with SEND will include all the education, training and employment opportunities available to them.

6.8. The school will provide advice on study programmes that will support a pupil with SEND in their transition into paid employment – this includes support internships for pupils with education, health and care (EHC) plans, traineeships and apprenticeships.

6.9. For pupils with EHC plans, the school will ensure that these plans, from Year 9 at the latest, include a focus on preparing for adulthood, including employment, independent living and participation in society.

7. Auditing

7.1. The SLT link will liaise with heads of departments and pastoral staff on an annual basis, in order to evaluate and audit the school's careers provision.

7.2. The school will take account of feedback from pupils, parents/carers and link employers engaged in our careers activities, as well as data from the DfE's destination measures, as part of this evaluation.

7.3. The school will use the outcomes of our audit to identify areas for improvement, with the ultimate aim of creating a careers programme sufficient to meet the standards necessary to achieve a Quality in Careers validated quality award.

8. Information sharing

8.1. The school will provide the LA support services with relevant careers-related information about all our pupils, including:

- Pupils' names, addresses and dates of birth.

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- Other information that the LA requires in order to support the young person to participate in education or training and to track their progress, including information to help identify those at risk of not being in education, employment or training post-16.

9. Monitoring and review

9.1. Each year, Governors will receive a report summarising the progress made within the year to support the aims of the policy, and setting out the plans for the following year.

9.2. The governing body, in conjunction with the Headteacher, will review this policy in full every three years.

9.3. The Headteacher will make any necessary changes to this policy, and will communicate these to all members of staff.