



Inspiring people
Achieving excellence

CAREERS AND ASPIRATIONS PROGRAMME

York High School

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NB this is a working document. Whilst it is accurate at the time of writing, additional activities will be added as opportunities arise.



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Our Careers Programme

Careers Guidance at York High connects learning to the future and is an integral part of our curriculum. Our aim is to motivate students by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. We believe our careers guidance widens our students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. We support social mobility by improving opportunities for all students, regardless of gender, race, disability, or socio-economic background. Through the delivery of impartial careers information, advice and guidance, a stable careers programme, utilising Labour Market Information, York High School endeavours to implement the Gatsby Benchmarks.

The programme includes:

- Year 7: This year the focus is on students settling into and being part of the **York High community**. Students are made aware of links to future career paths throughout the curriculum, including 4 hours of careers in RAS lessons, and careers links interspersed throughout the curriculum.
- Year 8: This year the focus is on **My Career Journey**. Students are encouraged to recognise their skills and current achievements and link them into future aspirations, including 6 hours of careers in RAS lessons. They will also take part in a health focused drop down day, inspiring them to think about careers with the health sector, one of the largest employers in the area.
- Year 9: This year the focus is on **Your Future**. Students are supported in choosing their option subjects, including 4 hours of careers in RAS lessons and a drop down day.
- Year 10: This year the focus is on **Preparation for Employment**. All students take part in assemblies and drop down days. Through RAS, they take part in a Preparation for Employment, which looks at vital skills such as CV writing and interview skills. Students also take part in a Mock Interviews, including 5 hours of careers in RAS lessons, and individual IAG from our careers team.
- Year 11: This year the focus is on **Exploring Pathways**. All students have the opportunity to have an individual interview with our independent Careers Advisor. There is also an Exploring Pathways event in school which includes a mini Careers Fair, talks from local Post 16 providers, Colleges and Sixth Forms, as well as Universities, Employers and Apprenticeship providers. In the Autumn term students can attend Post 16 Open Evenings before taking part in the City of York Taster Day sessions in January.
- All Years: Trips and visits are run throughout the year linking careers to a number of subject areas.



Rationale

The Government's careers strategy sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. To achieve this aim, our careers strategy uses the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision.

The Gatsby Benchmarks are not a statutory framework, but by adopting them, we can be confident that we are fulfilling our legal duties: the existing duty to secure independent careers guidance, and the new duty to provide opportunities to a range of providers of technical education and apprenticeships.

York High School undertakes a full compass evaluation every term, and uses the results to refine and improve CEIAG.

Currently, York High School is proud to be working with the York and North Yorkshire Enterprise Partnership (LEP). Through this scheme, which partners careers teams in schools with local senior business leaders, we will ensure students have opportunities to liaise with external partners, and we can learn from their LMI.

We have also established an Alumni network, who support our careers activities throughout the year.



Vision, objective and current performance

Our Vision: To equip all York High Students to take their place in society, and to help shape the next generation of leaders.

Objectives: For all students to successfully transition to suitable post 16 providers.

For all students to be aware of the local and national opportunities available to them, including technical providers.

For all students to have access to independent careers advice and guidance.

For all students to see the value of all their subjects, and be able to link them to the real world.

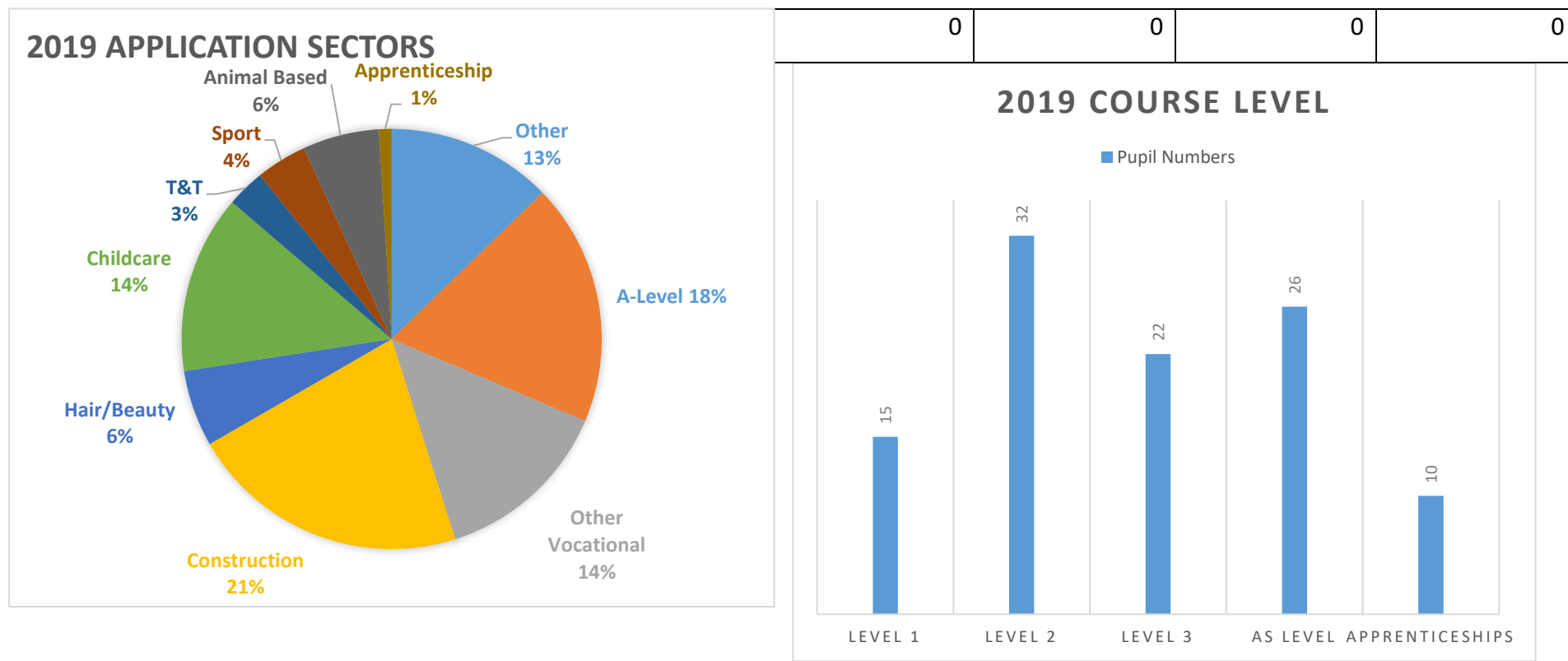
For all students to challenge bias, stereotypes and barriers when it comes to CEIAG

Current performance – Areas of Strength:

- Evaluative approaches and continuous improvement.
- Holistic approach and tailored support for individual students.
- Clear commitment to CEIAG as a school in terms of resourcing and staffing
- There is strong SLT support and involvement which raises the profile of careers and employability in the school.
- Low NEET (Not in Education, Employment or Training) figures

Destination	2018 %	2019 %	2020 %	2021 %
Continued in Education	86.4	87	90	87.2
Entered Apprenticeship	7.8	4.1	5.4	7.2
Entered Employment with study	0	2.4	0.8	2.4
Entered Training (non-employed status)	3.9	0	1.5	1.6
Total of students meeting the duty to participate	98.1	93.5	97.7	98.4
Working towards participation	0.6	3.3	1.5	0
Entered Employment without study	1.3	1.6	0.8	1.6
NEET	1.3	2.4	0.8	0





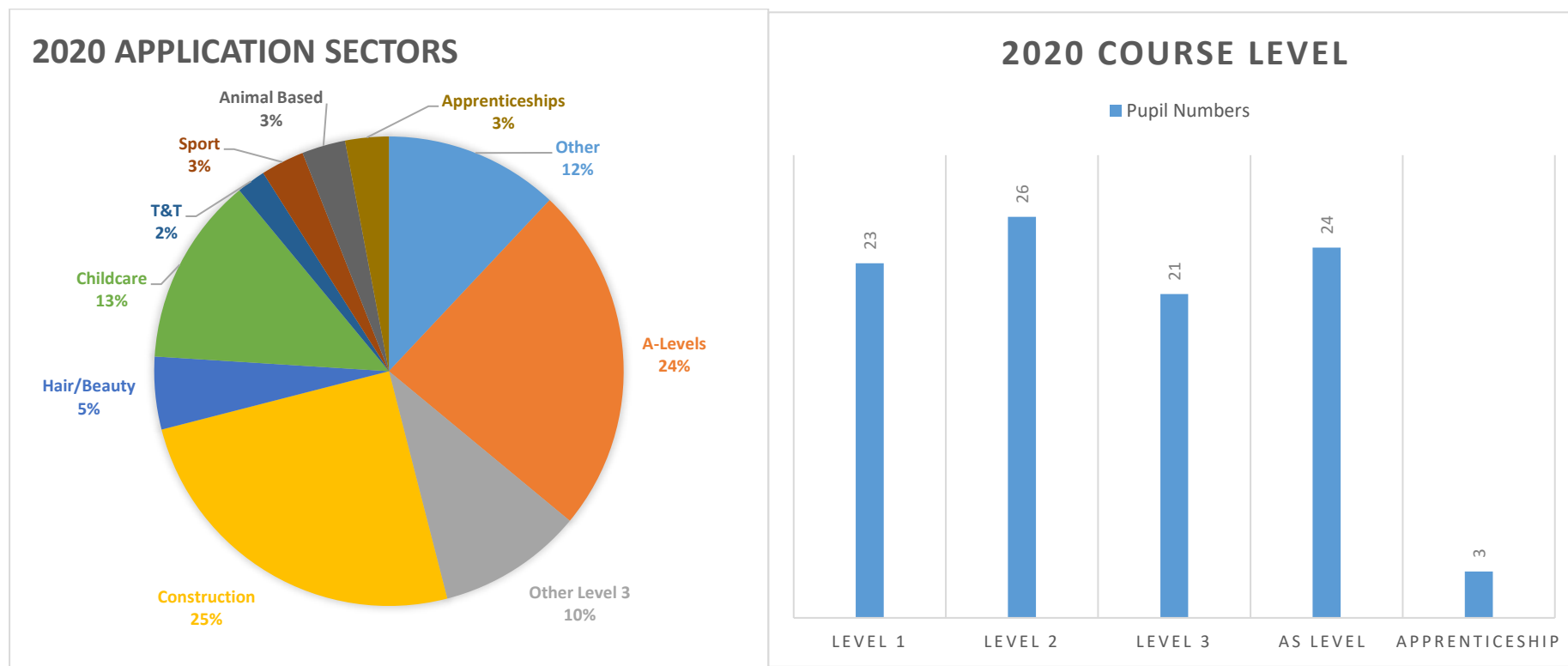
2019 Data:

Number in cohort: **123**

Attendance in Year 11: **89.3%**

4+ in English & Maths	59%		
5+ in English & Maths	31.7%		
English 9-4	64.8%	Maths 9-4	71.3%
English 9-5	41%	Maths 9-5	41.0%
English 9-7	9%	Maths 9-7	9.8%





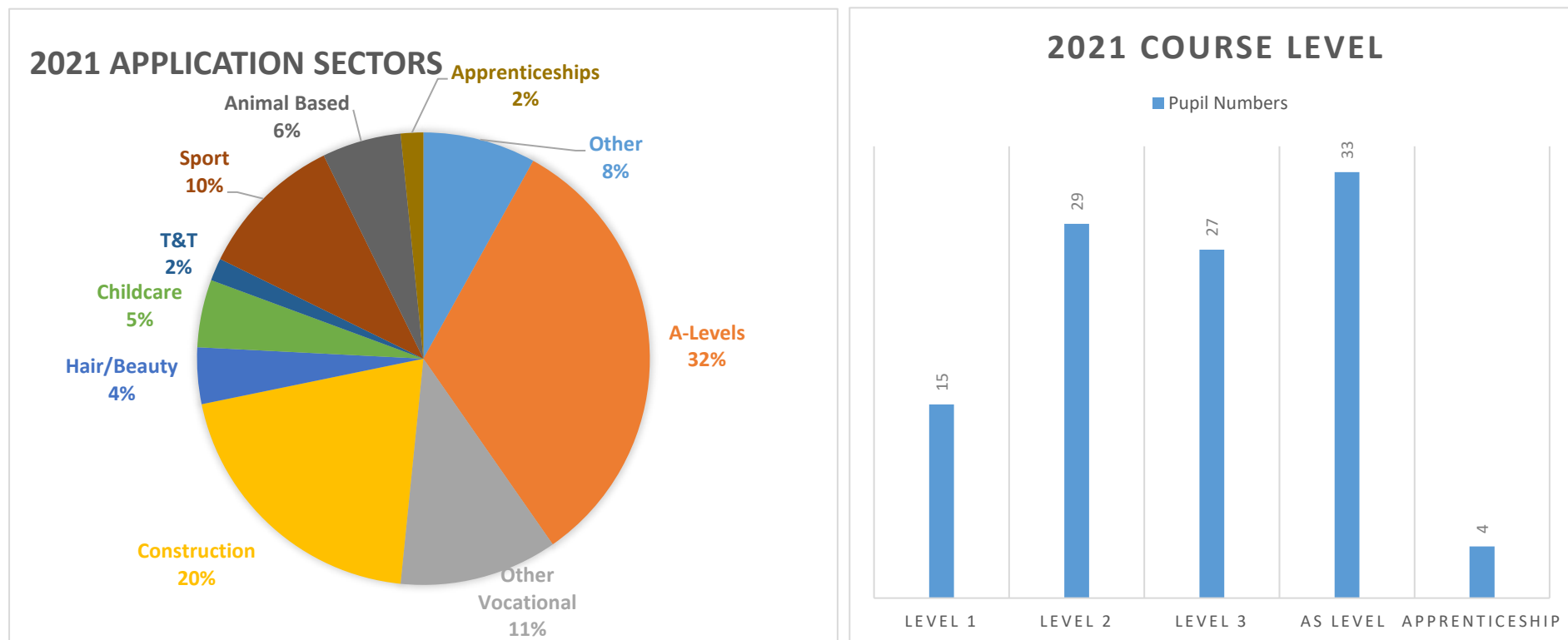
2020 Data:

Number in cohort: **130**

Attendance in Year 11: **91.5%**

4+ in English & Maths	33.9%		
5+ in English & Maths	20.5%		
English 9-4	41.3%	Maths 9-4	50.4%
English 9-5	25.4%	Maths 9-5	37.8%
English 9-7	4.8%	Maths 9-7	11.8%





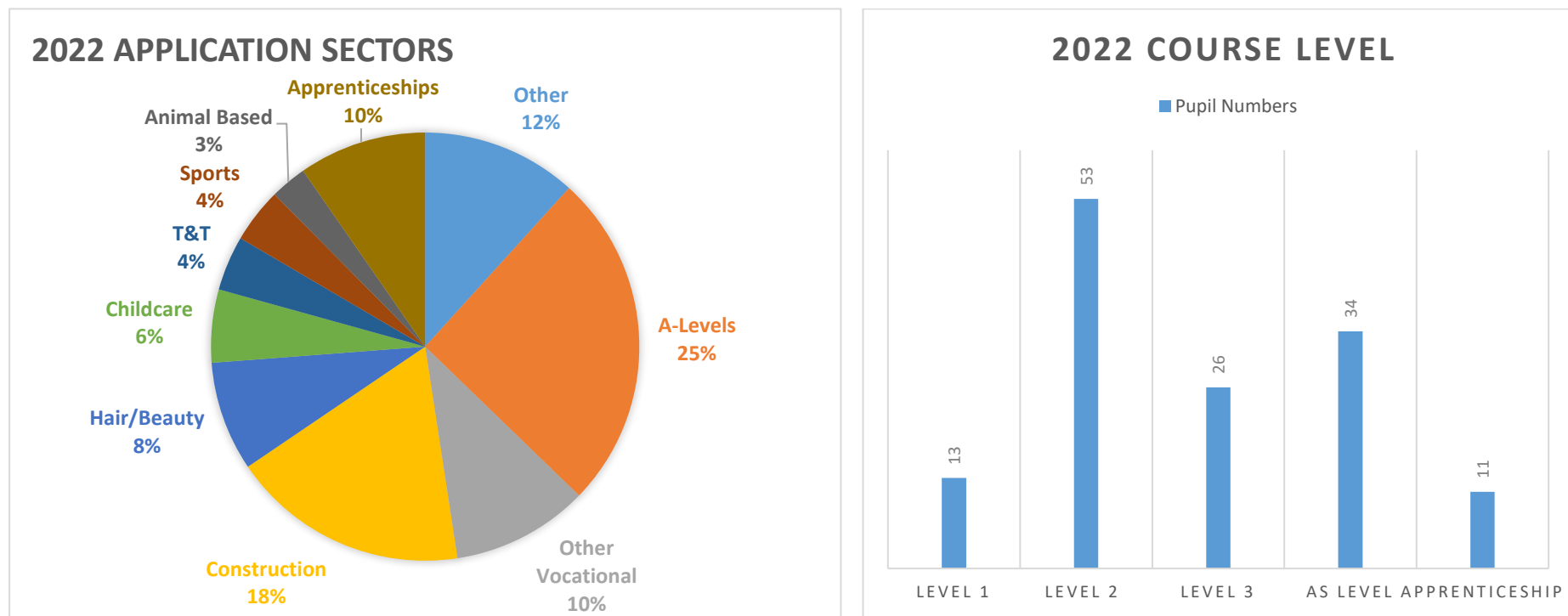
2021 Data:

Number in cohort: **126**

Attendance in Year 11: **89.1%**

4+ in English & Maths	61.5%		
5+ in English & Maths	38.5%		
English 9-4	66.1%	Maths 9-4	74.8%
English 9-5	40%	Maths 9-5	51.3%
English 9-7	9.6%	Maths 9-7	15.7%





(Beauty Therapy, Carpentry and Bricklaying are entry level 2, this accounts for 29 of the Level 2 pupils)

2022 Data:

Number in cohort: **146**

Attendance in Year 11: **78.53%**

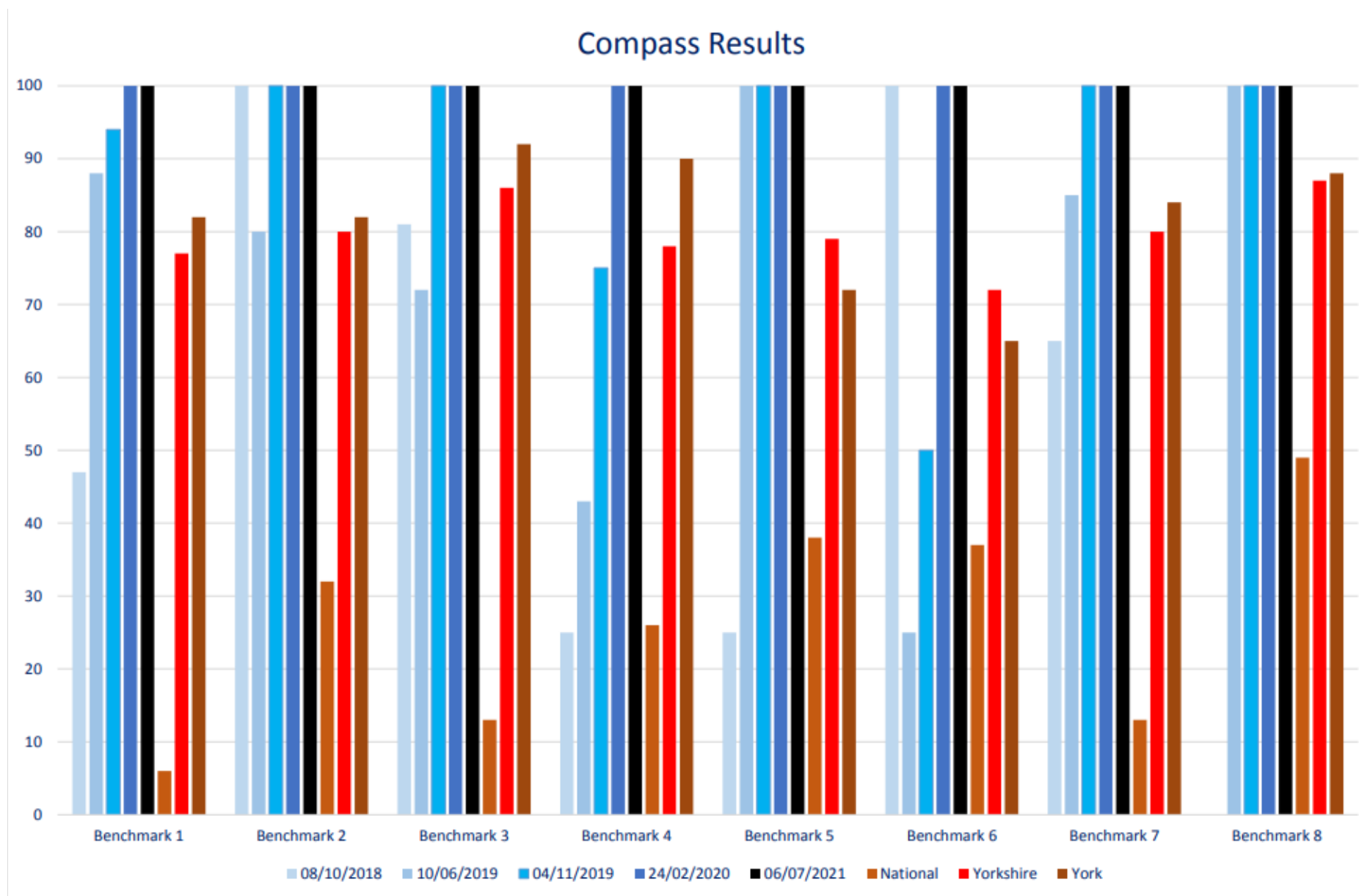
4+ in English & Maths	55.9%		
5+ in English & Maths	33.8%		
English 9-4	64.1%	Maths 9-4	64.8%
English 9-5	48.9%	Maths 9-5	40.7%
English 9-7	12.5%	Maths 9-7	8.3%



Current performance – Areas of Development:

- Embedding the role of alumni in CEIAG.
- Increase the number of employer engagements in KS3.
- Raising aspiration has also been identified as priority and clearly the CEIAG programme can make a considerable contribution to this objective. Aspiration is a key part of the vision for this strategy and increasing parental engagement and the development of alumni links are two objectives identified to help achieve this overarching aim.





The Eight Gatsby Benchmarks are:

Benchmark	Description
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 pupil	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.



The table below sets out how we are meeting the Gatsby Benchmarks (with our current Compass report result shown as a percentage) through our current provision and also identifies areas for development, which helped to focus the objectives for the strategy.

Benchmarks	Areas of Strength	Areas of Development
A stable careers programme 100%	A module of careers education for all year groups (7-11) within RAS. Related topics e.g. Personal Finance & Enterprise covered in the Enterprise & Life skills module. Careers programme is written down, on the school website and has explicit backing of SLT and Governors. Is on the school's website with information aimed specifically at teachers.	Careers programme to be referenced regularly. Is on the school's website with information aimed specifically at teachers.
Learning from careers & labour market information 100%	Up to date information from online sources such as icould and Start. Start is used as part of careers lessons. Students are provided with log in details for independent research Careers library has up to date publications. LMI published on website and careers board.	Info to be referred to in lessons. Parents to be made aware of info available.
Addressing the needs of each pupil 100%	Comprehensive tracking process which records all the personal development & careers education activities each individual student takes part in. Also used to inform which students are offered targeted activities. ECA and VKE work closely with CPO, HOH, LA and SENCo to target pupils. Destination information is analysed to inform how future provision is targeted.	Compass+ is being implemented to make tracking easier and more readily available to staff (helps target trips and extracurricular opportunities).
Linking curriculum learning to careers 100%	References made to career routes & progression pathways in the majority of subject areas, with more in person careers experiences happening.	
Encounters with employers and employees 100%	Y7-11 Careers fair Y11 – Mock Interview Day, every student has a 1-1 interview and feedback session. Visits to employers through curriculum or careers links on a when appropriate and available. Distinguished visitors programme Working with LEP. Clear provider access policy.	Actively seek additional businesses to come in to lessons.



Experiences of workplaces 100%	Work places noted when on trips. Use of onsite business, energise.	Improved communication with employers as part of the Alumni & Supporters network. Investigate idea of “take your child to work day” Use governors to support finding employers.
Encounters with Further & Higher Education 100%	Y9-11 Assemblies from local providers Y11 taster days – college and apprenticeship providers Y9-11 Careers fair (including FE and HE providers) Small group tours of post 16 providers for PEP students or potential NEETs Y9 Flood a school day NCOP presentations and visits	Improvements to the tracking process will ensure that students are matched to the most suitable activities and that opportunities are spread as widely as possible across the students.
Personal Guidance 100%	1-2-1 sessions with learning and work advisor for those identified as pre-NEET. Work with future goals for Y10/11 who are pre-NEET. 1-2-1 careers advice appointments book every Monday.	To increase the number of days we can have 1-2-1 careers support.

YEAR 7 CAREERS PROGRAMME



ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TERM
Options	LMI and prospectus	Student will browse through copies of LMI, post 16 prospectus and careers literature sent to school. This will be discussed in RAS lessons and form.	Gatsby 2	All year
Interview	Discussion with form tutor	Each student will discuss with their form tutor what their current aspirations are. This will be recorded in students planners.	Gatsby 1 Gatsby 3 Gatsby 8	All year
ISSP	7-8 Opinionate!	Students have the opportunity to attend workshops, masterclasses and talks. These are regularly held at York University.	Gatsby 4 Gatsby 5 Gatsby 7	All year
Pupil visit	Careers Fair	Opportunity for pupils to speak to a wide variety of employers about career opportunities & FE Providers.	Gatsby 6	1
Tutor Time	Thinking about Careers	Use of YHS thinks to think about careers involved.	Gatsby 3 Gatsby 4	2
RAS lessons	Careers Lessons	Students will focus on specific job sectors, linked to some of the topics covered around the school.	Gatsby 4	3



YEAR 8 CAREERS PROGRAMME

ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TERM
Interview	Discussion with form tutor	Each student will discuss with their form tutor what their current aspirations are. This will be recorded in the planner.	Gatsby 1 Gatsby 3 Gatsby 8	All year
Options	LMI and prospectus	Student will browse through copies of LMI, post 16 prospectus and careers literature sent to school. This will be discussed in RAS lessons and form.	Gatsby 2	All year
ISSP	7-8 Opinionate!	Students have the opportunity to attend workshops, masterclasses and talks. These are regularly held at York University.	Gatsby 4 Gatsby 5 Gatsby 7	All year
Pupil visit	Careers Fair	Opportunity for pupils to speak to a wide variety of employers about career opportunities & FE Providers.	Gatsby 6	1
Tutor Time	Thinking about KS4	Use of START to explore career paths to assist option choices for KS4.	Gatsby 3 Gatsby 4	2
RAS lessons	Careers lessons	Students will learn about employability, the workplace, skills and goal setting.	Gatsby 4	2
Drop down	Health drop down day	Students take part in a drop down day to learn CPR, and think about careers in the health sector.	Gatsby 4 Gatsby 5 Gatsby 7	1



YEAR 9 CAREERS PROGRAMME

ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TERM
ISSP	Masterclasses and GCSEs.	Students have the opportunity to attend workshops, masterclasses and talks. These are regularly held at York University.	Gatsby 4 Gatsby 5 Gatsby 7	All year
Interview	Discussion with form tutor	Each student will discuss with their form tutor their current aspirations are. This will be recorded in the planner.	Gatsby 1 Gatsby 3 Gatsby 8	All year
Options	LMI and prospectus	Student will browse through copies of LMI, post 16 prospectus and careers literature sent to school. This will be discussed in RAS lessons and form.	Gatsby 2	All year
Pupil visit	Careers Fair	Opportunity for pupils to speak to a wide variety of employers about career opportunities & FE Providers.	Gatsby 6	1
Tutor Time	Thinking about KS4	Use of compass to explore career paths to assist option choices for KS4.	Gatsby 3 Gatsby 4	1
Pupil workshop	Stock market challenge	Pupils take part in a drop down day run by NYBEP, focussing on numeracy and communication.	Gatsby 2	2
RAS lessons	Careers lessons	STEM, employability and GCSE options	Gatsby 3 Gatsby 4	1



YEAR 10 CAREERS PROGRAMME

ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TERM
Interview	Discussion with form tutor	Each student will discuss with their form tutor what their current aspirations are. This will be recorded in their planner	Gatsby 1 Gatsby 3 Gatsby 8	All year
Options	LMI and prospectus	Student will browse through copies of LMI, post 16 prospectus and careers literature sent to school. This will be discussed in RAS lessons and form. They will have a copy of a prospectus to take home for discussion.	Gatsby 2	All year
ISSP	Masterclasses/ GCSEs in Latin and Astronomy	Students have the opportunity to attend workshops, masterclasses and talks. These are regularly held at York University.	Gatsby 4 Gatsby 5 Gatsby 7	All year
Tutor Time	Thinking about post 16	Use of START to explore career paths to assist option choices for post 16.	Gatsby 3 Gatsby 4	All year
Pupil visit	Future HY	Pupils visit YSJ and UoY and learn about courses.	Gatsby 4 Gatsby 7	All year
Presentation	Askham Bryan College	Assembly from ABC on application, courses available and progression routes.	Gatsby 7	1
Pupil visit	Careers Fair	Opportunity for pupils to speak to a wide variety of employers about career opportunities & FE Providers.	Gatsby 6	1
Presentation	York College	Assembly from YC on application, courses available and progression routes.	Gatsby 7	1
Presentation	Future HY launch	Future HY launch their programme in school.	Gatsby 1	1
Presentation	Motivational Speaker	Ex Pupils come in to talk about the essential skills to become successful in school and in the world of work.	Gatsby 2	2
Parents' evening	Y10 parents' evening	Opportunity for parents and students to learn about local post-16 provision.	Gatsby 8	3
Pupil visit	Askham Bryan College	Pupils who have expressed an interest in courses offered at Askham Bryan have a full day campus visit and taster.	Gatsby 3 Gatsby 7	3
Interview	Careers Interview	Using local business connections and our EA, Y10 have a mock interview to prepare them for the world of work. They will also have a 1-2-1 with a L6 IAG provider.	Gatsby 5 Gatsby 8	3 All year
RAS lesson	Careers lessons	Students will discuss their aspirations, and how to achieve them. They will learn how to construct a CV, and how to be successful in interview.	Gatsby 4 Gatsby 3	3



YEAR 11 CAREERS PROGRAMME

ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TERM
Sustained destinations	Year 11 Destinations Update	Pupils are tracked by the school regarding successfully sustaining their college, apprenticeship or work destination. Records are updated to include the start of the cross-agency work for pupils who are potentially NEET.	Gatsby 1	Sept – Nov post 16.
Interview	Discussion with form tutor	Each student will discuss with their what their current aspirations are. This will be recorded in the planner.	Gatsby 1 Gatsby 3 Gatsby 8	All year
Apprenticeships and vacancies	Email of vacancy	All Y11 students receive weekly emails from E. Callan detailing apprenticeship vacancies and part time work opportunities.	Gatsby 2 Gatsby 3 Gatsby 7	All year
ISSP	Masterclasses/ GCSEs in Latin and Astronomy	Students have the opportunity to attend workshops, masterclasses and talks. These are regularly held at York University.	Gatsby 4 Gatsby 5 Gatsby 7	All year
Interview	CEIAG	Pupils who are perceived to be at risk of becoming NEET are identified and referred to Steven McLean	Gatsby 3 Gatsby 8	All year
RAS lessons	LMI	An external careers advisor delivers workshops on LMI and post 16 routes.	Gatsby 2 Gatsby 5	All year
Initial Destinations	Year 11 Destinations Update	Pupils are tracked by the school regarding their college, apprenticeship or work destination. Records are updated to include the start of the cross-agency work for pupils who are potentially NEET.	Gatsby 1	All year
Student interviews	Careers interview	All students have 1-2-1 careers advisor guidance, with a follow up if requested/required.	Gatsby 8	All year
Options	LMI and prospectus	Student will browse through copies of LMI, post 16 prospectus and careers literature sent to school. This will be discussed in RAS lessons and form. They will have a copy of a prospectus to take home for discussion.	Gatsby 2	All year
Presentation	York College	Assembly from YC on application, courses available and progression routes.	Gatsby 7	1
Presentation	Askham Bryan College	Assembly from ABC on application, courses available and progression routes.	Gatsby 7	1
Pupil visit	Careers Fair	Opportunity for pupils to speak to a wide variety of employers about career opportunities & FE Providers.	Gatsby 6 Gatsby 7	1



Parents' evening	Y11 parents' evening	Opportunity for parents and students to learn about local post-16 provision.	Gatsby 8	1
Presentation	Future HY launch	Future HY launch their programme in school through our Askham Bryan link.	Gatsby 1	1
Curriculum links	College Ambassadors	Askham Bryan students talk to pupils to give a pupil perspective on KS4 and college courses.	Gatsby 4	2
Presentation	Transition to college	NCOP deliver a transition to college assembly.	Gatsby 7	2
Applications	1-2-1 support	All students have 1-2-1 support from post 16 providers/NCOP to fill in their post 16 application of their choice.	Gatsby 2 Gatsby 7 Gatsby 8	2
College visit	Taster day	All Y11 are supported in filling in taster day applications.	Gatsby 7	2
Presentations	Post 16 options	Businesses and providers are booked throughout the year to speak to students about a variety of post 16 pathways.	Gatsby 5 Gatsby 7	2
Tutor Time	Thinking about Careers	Use of compass + to explore career paths and log career activities.	Gatsby 3 Gatsby 4	2

Roles and responsibilities

Careers and aspirations at York High School is a collective responsibility. Students, staff, parents/carers, governors, employers, alumni, the local authority, partner organisations/individuals and the local community have a collective responsibility to promote effective careers and work-related education.

Job Title:	Responsibilities:
Careers Leader	Responsible for planning and setting the strategic direction of careers provision at York High School. Responsible for community engagement. Responsible for careers budget. Responsible for assisting teaching staff on delivering careers strategy.
Careers and Aspirations Administrative assistant	Responsible for the administrative support of Career Leader role and data entry into SIMS marksheets. Responsible for marketing careers programme to wider community. Responsible for maintaining employer, alumni and parent databases. Responsible for general administrative assistance.
Enterprise Adviser/Coordinator	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
Careers Adviser	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews. Responsible for providing support to identified at risk of NEET students.
Head Teacher	Responsible for strategic support and challenge of career leader decisions. Responsible for directing to/supporting in funding/grant applications. Responsible for line management of Careers Leader.
Link Governor	Responsible for strategic support and challenge of careers strategy at governor level. Responsible for actively promoting the careers strategy and programme with governors and wider stakeholders.
Teaching staff	Responsible for delivery of relevant LMI and Gatsby 4.
Tutors	Responsible for the delivery of the careers pastoral programme, and delivery of START Profile pastoral programme. Responsible for monitoring Year 10 and Year 11 for CEIAG interviews.
Head of Citizenship	Responsible for the oversight of the delivery of the careers pastoral programme, and delivery of START Profile pastoral programme.
Students	Responsible for engaging with and participating in the careers programme.
Parents/carers	Responsible for engaging with and participating in the careers programme where appropriate. Responsible for actively encouraging their children to engage with and participate in the careers programme.
SEND Staff	Responsible for liaising with Careers Leader to ensure students with special education needs and disabilities are able to access the careers programme and all careers and employability information, advice and guidance.
EAL Coordinator	Responsible for liaising with Careers Leader to ensure students with English as an Additional Language (EAL) needs are able to access the careers programme and all careers and employability information, advice and guidance.



Monitoring and Evaluation Plan

Most of the activities implemented within the school are delivered through the RAS curriculum, form time activities and events / activities designed in collaboration with external agencies, organisations and employers. With such a structured programme, monitoring and evaluation as a process becomes straightforward and our focus is therefore on ensuring the quality of provision and using evaluative and summative comments to inform future planning and activities. Following this simple plan means that the needs of all learners can be considered and provided for when new opportunities arise, and external agencies offer their support, time and expertise.

The aims of our careers programme are:

- 1) For our students to know what opportunities are available in the local area.
- 2) For our students to aim for the highest level in all employment, apprenticeships and higher education.
- 3) For students to know the different career pathways / routes they could follow.
- 4) For our students to know what they need to do to follow their chosen career route.

Monitoring strategy

To monitor whether the students have been able to access up-to-date, relevant CEIAG material we intend to continue using the pastoral system (Pastoral Lead, Heads of Year, form tutors). Learning walks and student voice are the main routes by which monitoring this aspect of the programme will be carried out. This allows us to help students track their thoughts, participation and planning about their future.

Monitoring of external agencies and their role in providing effective CEIAG is carried out by the Careers Leader.

As a team we select the external agencies and organisations we feel fit with our aims most appropriately. Activities from these providers are encouraged and our guidelines for visiting speaker's policy is published on our website. To monitor the content of this provision and to ensure we meet our safeguarding responsibilities, discussions between all parties involved take place prior to any booking.



Monitoring programme

Activity to be monitored	Responsibility for monitoring	Timing	Implementation
Careers education as part of the RAS curriculum	Victoria Bettney – RAS leader Emily Callan – Careers Leader	Focus term 3 Form time (4 sessions over a two-week time frame)	Learning walks Form time observations Student voice Student and staff questionnaire
Provision of careers activities within the school day (external agencies)	Careers Leader – Emily Callan Staff working with the external agency during the activity	Ongoing throughout the time the agency is involved in careers activity provision	Staff presence with student groups SLT monitoring walks Careers leader monitoring walk
Participation in careers related activities external to the school	Staff attending the careers-based event	Ongoing throughout the event	Staff presence with student groups Student voice questionnaires



Evaluation strategy

The most important and valuable approach to evaluation is listening to the views of participants in activities organised. As a school, staff invest a great deal of time planning, resourcing and delivering activities, to allow students the opportunity to learn from visitors and their planned experiences, therefore finding out their views on both the quality of content and the organisation of the activity is essential for future planning. We use a variety of methods including online survey monkeys, and paper-based questionnaires.

The evaluations we provide for our students are designed to be as simple as possible to complete, using multiple choice responses where possible to reduce the time taken to complete them. Where an open-ended question is provided, students are asked to be honest about their experience.

Many of the organisations we work with provide their own evaluation process, whether online or in paper format, and we receive feedback from them as appropriate as part of their own monitoring and evaluation processes. This evaluation informs our own plans and decisions regarding future participation.

We also ask our providers for their feedback, so we can take steps to improve as necessary.

Evaluation Programme

Activity to be evaluated	Responsibility for evaluation	Timing	Implementation
Careers education as part of the RAS curriculum	Victoria Bettney	At the end of the focus term (Term 3)	Staff and student voice / questionnaires
Provision of careers activities within the school day (external agencies)	Careers Leader Students – through form tutor – form time	After the activity (within two weeks) – data collated into summary report	Student participation and evaluation of the event Evaluation form Data / summary report used to inform future planning
Participation in careers related activities external to the school	Careers Leader Students Staff accompanying students for activity	After the activity (within two weeks) – data collated into summary report	Student and staff evaluation Online evaluations – provided by external agency Data collated into summary report for future planning.

Once evaluations have been completed, responses are analysed, and the results written into a report format. These headline statements from the reports are available on request, and are in the career evidence portfolio. Information is shared with governors, which provides an opportunity for all to comment on any aspects of an activity that did not meet our expectations nor meet the needs of the students involved. Through their involvement, it is hoped that we will be challenged on our provision, and helped to broaden our outlook on local employment, training and apprenticeship opportunities and help communicate our commitment to raising aspiration and achievement across the Academy to the wider communication.

Student Feedback Sheet – linking careers to the curriculum

Learning Objectives

- To explore the variety of roles in the workplace
- To understand that these are accessible to everybody
- Understand the subjects and skills that are useful in this industry

Please circle your response

Do you feel the learning objectives are relevant to you?	Not at	A Little	A Lot
Do you explore the variety of roles that are available in careers	Not at all	A Little	A Lot
Do you understand that these are accessible to everybody	Not at all	A Little	A Lot
Do you understand the subjects and skills that are useful in this industry	Not at all	A Little	A Lot
What careers did you see in action today?			
Name 3 things you liked about the day and which helped you learn. This could be something you did well or something good about the day.	<ul style="list-style-type: none">•••		
Suggest 2 things which would have helped you make better progress. This could be something you could have done differently or something that could be changed in the day.	<ul style="list-style-type: none">••		

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.

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.



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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.

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

Appendix A

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.

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).

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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.
- 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.

Appendix B

York High School Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils in years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

What are pupils entitled to?

Pupils must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, for example, technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

Who handles our access requests?

Any provider wishing to request access should contact our careers leader, Emily Callan, on 01904 806582 or via email on: e.callan@yorkhigh.southbank.academy

What opportunities are provided to allow access to pupils?

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to pupils and/or their parents. Our annual schedule of events is available on our website.

Who should providers contact to discuss events and options?

Providers can speak to our careers leader, Emily Callan, to discuss possible attendance at relevant events.

Our Child Protection and Safeguarding set out the school's approach to allowing providers into school to speak to our pupils.

What can providers expect once a request has been accepted?

Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils.

We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and televisions, available to providers.

Appendix B

Arrangements will be discussed in advance between our careers leader and a nominated member of the provider's team.

Can providers leave prospectuses for pupils to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the receptionist.

Approval and review

This policy statement was approved by the governing board's curriculum and standards committee on **date**.

The next review will take place in September 2022.

Signed: _____ **Chair of Governors**

Signed: _____ **Headteacher**

Appendix C

York High School Work Related Learning Policy

Version 1 May 2020

Principles of the Policy

Work Related Learning (WRL) is defined as: planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work (WRL, QCA Guidance 2003). WRL is a statutory requirement for all KS4 students.

York School is committed to maximising the benefits for every student, in the development of the whole school approach to work-related learning. The school recognises that there should be some WRL for all students, and more for some. The school wishes to promote WRL as part of the learning entitlement for all students at KS4.

Aims and Objectives

The aims for work-related learning focus on the provision the school makes for opportunities for students to prepare for adult and working life. These include:

- To improve educational standards using contexts that improve motivation and attainment for all students.
- To ensure that students follow courses and programmes which are appropriate to their longer term aspirations and needs.
- To improve students understanding of the world of work and its demands.
- To improve the transition of students from school to adult and working life.

The key objectives for work-related learning are:

- To raise levels of attainment through high quality work-related learning for all students.
- To develop a range of opportunities which enhance the curriculum.
- To promote greater awareness for students about the world of work, the development of key skills and employability.
- To develop a range of appropriate and relevant activities which assist in raising all students' aspirations and achievement and which are of the highest possible quality and are regularly monitored.
- To promote awareness and understanding of work, industry, the economy and community.
- To relate skills attitudes, concepts and knowledge learned in school to applications in the wider world.
- To develop students' personal and social skills in relationships in a range of contexts.
- To provide students with informed and impartial guidance on the choices available for education, training and employment as well as other interests.
- To improve employability through work-related learning.
- To develop effective links with key partners and local industry.

Appendix C

Procedures and Responsibilities

The school offers a wide range of activities that contribute towards work related opportunities in order to help prepare students effectively for adult and working life. These activities complement subject teaching, contribute towards the development of students' key skills as well as contributing to lifelong learning.

Activities in school

There are a range of activities the school is currently using in order to help meet its objectives, including:

- Careers Education and Guidance including the Careers Choice Evening
- Bespoke work Experience
- Extended Work Placements
- Take your child to work day(s)
- Alternative Curriculum Support
- Visits to employers
- Young Enterprise
- Personal and Social Education
- Drop down days
- Careers fair
- Visitors from Industry and Business

Curriculum development

Work-related learning within the school enables each curriculum area to make a full contribution through:

- The development of schemes of work that recognise the importance of careers, aspirations and work-related learning in preparing students for adult and working life.
- Ensuring that all students have access to some work related activities which are appropriate to their needs.
- The use of appropriate teaching and learning strategies.
- Ensuring maximum understanding for students of the various aspects of work related learning to adult and working life.

Activities outside school

The range of activities that students may participate in outside school is very wide. Students will be able to evidence activities related to WRL in their start file/CV. These could include:

- Part-time jobs
- Community work
- Independent work experience
- Cadets, Scouts, Sports – team building, leadership skills
- College courses

Assessment

Assessment within WRL is chiefly in the form of student self-assessment supported by discussion with tutors and teachers. Each student will have a portfolio of work on START to illustrate his or her individual achievements in WRL.

Appendix C

Equal Opportunities

WRL will help to promote the school's policy on equal opportunities by providing a range of resources, which match individual needs, helping students recognise the importance of Equal Opportunities in working life and monitoring resources to ensure the absence of stereotyping.

Special Educational Needs

WRL will promote the school's policy on SEN by providing a specialist advisor and a range of resources to match individual needs.

Staff Development

All staff involved are entitled to WRL training. They should contact the in schools career team with questions/queries, and signpost pupils to WRL support from ECA, VKE and SMC.

Resources

As well as the careers team, WRL has a number of resources that can be used by the students. As far as possible these are regularly updated. They currently include:

- Careers Library with a range of literature including books, leaflets, college and university guides.
- Computers located on site with START.
- Access to careers advisor in school
- School website with a variety of links
- Regular emails with city centre vacancies and apprenticeships.

Partnerships

We work in partnership with the following:

- NCOP and NYBEP – who will support and complement WRL and CEG with individuals.
- Local industry and businesses
- Careers Choice Evening and Workshop
- York Job Centre
- Further and Higher Education Institutions
- Parents and guardians – who will exchange information, contribute to the programme and where appropriate, evaluate provision.
- School Governors

Monitoring and review

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.

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

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

