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Birchwood High School Careers and Work Related Education (CWRE) and Information, Advice and Guidance (IAG) Policy

1. Rationale

The world of work is changing rapidly and the concept of a 'job for life' is no longer a reality. Young people now are likely to experience five to eight major career changes in their lives in a variety of industry sectors. They will also be experiencing more fluid forms of working with increasing casual, contract and part-time work options.

In this new climate, individuals need to be adaptable, dynamic, innovative, flexible, resilient, self-initiating and collaborative to accommodate and thrive in workplaces, or to create work for themselves.

It is becoming increasingly important for young people to manage their life, learning and work in order to be successful in the future.

2. Commitment & Vision

At Birchwood High School we are committed to preparing our students to manage their future education and career path by offering a planned programme of Career and Work Related Education (CWRE) and timely Information, Advice and Guidance (IAG) from Year 7 to Year 13.

We are committed to meeting national and local expectations in relation to careers and work related learning by:

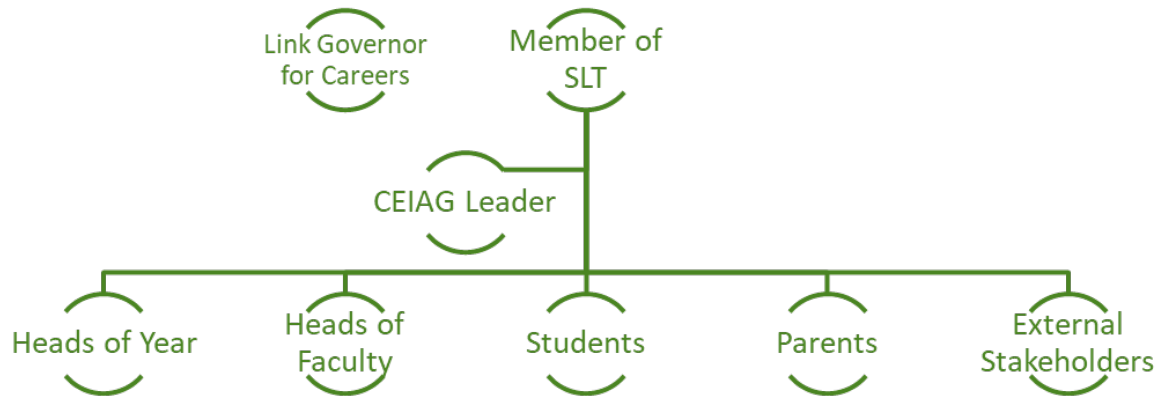
- Securing independent and impartial careers guidance for students in Y8-13 that includes information on the full range of education and training options, including apprenticeships and vocational pathways thus meeting our obligations under the Baker Clause.
- Using the Gatsby Benchmarks to develop, evaluate and improve our careers provision as expected under the Government's statutory guidance – 'Careers guidance and access for education and training providers' Department of Education, July 2021.
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Recognising the importance of providing young people with real-life contacts and experiences from the world of work
- Working closely with the Careers and Enterprise Company and our Enterprise advisor.

The whole school Transformation Plan incorporates the improvement of CWRE and IAG at Birchwood High School and in order to meet this strategic objective the School is committed to achieving excellence in this area of the curriculum by working towards the Quality in Careers Standard.

This policy has been developed in consultation with governors, staff, students, SfYP Hertfordshire and the Careers & Enterprise Company.

3. Management

A member of the SLT has strategic responsibility for CWRE and IAG at Birchwood High School with the support of a Link Governor for Careers who sits on the Governors' Curriculum sub-committee.



The careers programme is co-ordinated by the Careers Leader; the current post holder is qualified to Level 7 in Careers Guidance and is a Professional Member of the CDI.



Birchwood High School commissions SfYP Hertfordshire to provide 50 days of impartial advice and guidance to students in years 8 -11. The Careers Leader offers impartial one-to-one advice and guidance to students in years 12 and 13. We also have supplementary support from a guidance practitioner (Level 4) supplied by Clarion Futures; this support focuses on helping students into apprenticeships and employment through group workshops and individual help with applications.

We will seek to involve all stakeholders, including students, in the planning, delivery and evaluation of the careers programme. Input and feedback will be sought from the following groups:

Staff Council (Staff) School Council (Students) Parent Council/PSFA (Parents)

The Careers Leader will provide termly updates to the Link Governor which will be fed into the Curriculum Committee governors meetings.

We will complete the Compass self-evaluation tool on an annual basis to check our careers and enterprise provision against the Gatsby Benchmarks.

4. Curriculum Provision

Birchwood High School's careers programme has been developed with the six learning areas of the CDI Framework in mind.



The programme is delivered through a combination of timetabled Career lessons which form part of the wider PSHCE provision, subject teaching, tutor time, assemblies and drop-down days. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

Birchwood subscribes to Unifrog, which is a complete destinations platform – a one-stop-shop for students across KS3, KS4 and KS5 regardless of their interests or academic ability. Unifrog can be accessed by all students and their parents and can be used at home as well as in school.

5. Student Entitlement Statements

Year 7 Careers Entitlement

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Students have optional access to independent and impartial advisers via drop in sessions.
- By beginning careers education early students can make better informed decisions at

transition stages and are more motivated in school in order to follow a particular pathway.

Year 8 Careers Entitlement

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students introduced to the world of work and how it is constantly changing.
- Students introduced to other careers software and websites available in school.
- Students encouraged to think about what they might like to achieve after school.
- Students are supported to think about GCSE options in terms of career pathways and plan future within school.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Year 9 Careers Entitlement

- Students encouraged to reassess personal strengths with a focus on transferable skills.
- What is important in a career? Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Year 10 Careers Entitlement

- Students begin to explore their Post 16 options.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- What is a CV, what is a cover letter and why do people applying for jobs need them?
- Students are guided in their use of the Unifrog CV writing tool and encouraged to have a completed a CV and cover letter.
- All students take part in the Y10 Work Shadowing Programme.
- Students gain an understanding of interviews and interview technique.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Year 11 Careers Entitlement

- Students use Unifrog to help them with Post 16 choices and encouraged to consider all their options including further study in 6th form, studying with alternative providers and apprenticeships. Please see Provider Access Policy.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Interview techniques further developed. Specific mock interviews for those with a

- particular career path in mind also available.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are kept up to date with Post 16 deadlines.
- Students use Unifrog to finalise their Post 16 plans – they are encouraged to have a plan A and a plan B.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Year 12 Careers Entitlement

- Students complete a week of work experience at the end of Year 12
- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students are supported to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- All students in Year 12 are taken to a UCAS Higher Education Exhibition.
- Students use Unifrog to help them explore their Post 18 options.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Year 13 Careers Entitlement

- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Students use Unifrog to help them finalise their post 18 options - they are encouraged to have a plan A and a plan B.
- Students use Unifrog to draft personal statements and/or CVs.
- Students use Unifrog to help them reflect on their key competencies and how these relate to their university, apprenticeship or job applications.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students are supported to build on their understanding of how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

6. Personal Provision

Birchwood High School is an all ability school and we endeavor to cater for the needs of all our pupils whether it is raising the aspirations of our most able, encouraging the disaffected or supporting those with special educational needs. The future of all our students is important to us.

Birchwood differentiates its programme through initiatives such as The Brilliant Club and the AQA Unit Award Scheme.

Unifrog

All students are given access to the Unifrog destination platform. Each student has their own profile that empowers them to explore potential pathways and then find and apply to the best next step in life for them. The breadth of the Unifrog platform means that we are able to tailor our career guidance provision to suit the specific needs of each student.

One to One Impartial Guidance

Each student has the opportunity to access impartial information, advice and guidance from our SfYP Hertfordshire Adviser (level 6). Students can be referred by their Head of Year or can request an appointment through the Careers Leader. DA students will be given priority for an initial meeting to identify any additional needs. Priority is also given to students in year 10 and 11 although the advisor holds more informal drop in sessions on a Tuesday lunchtime which are open to everyone.

We also have additional support from a qualified guidance professional (level 4) supplied by Clarion Futures; this support focuses on helping students into apprenticeships and employment through group workshops and individual help with applications.

In Years 12 and 13 students can request a one to one guidance session with the Careers Leader who is a qualified careers guidance professional (level 7) and member of the CDI. Students in the Sixth Form have daily access to the Careers Leader for more informal information, advice and guidance.

The Careers Leader will engage with the Designated Teacher for CLA and previously CLA to ensure that there is a joined up approach. They will work together to ensure that additional needs are addressed and that PPG funding is directed towards ensuring aspirational pathways.

7. Pupils with SEND

The school will ensure that careers guidance is differentiated in approach, where appropriate and necessary. It will focus on the students' strengths and be based on high aspirations.

All staff working with pupils will support them to develop the necessary skills and experience to succeed and fulfil their potential

The school will work with families to help them understand what careers options are available. They will help to signpost families to ensure they are well informed

Careers guidance and experience will be personalised and will focus on individual aspirations, abilities and needs. A variety of means will be used – surveys, questionnaires, interviews – to ascertain pupil aspirations and this will be used to inform provision and guidance

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit an individual's strengths and abilities

The school will aim to build partnerships with businesses, other employers and voluntary organisations. They will aim to work together to provide opportunities for students with SEND, increasing confidence and promoting encounters which will help students to prepare for further learning and the world of work.

The SEND Local Offer and the SEND Annual Report will be utilised to promote aspirational pathways. Annual Reviews will include Careers conversations.

When arranging work experience for students, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Resources

Birchwood High School has a budget allocation for careers which is sufficient to resource its Careers Programme.

Students, staff and parents have access to up to date labour market and careers information on Unifrog. The apprenticeship tool on Unifrog has live vacancy listings and is updated every 24 hours.

In addition to the online material, there is a careers section in the school Library and a careers information resources in the Sixth Form block.

Unifrog has a wealth of teaching resources for careers and work related learning which is utilized in career lessons.

9. Staff Development and CPD

Birchwood High School is committed to keeping its staff up to date with developments in career and work related learning through the school's annual CPD programme. The school is also committed to continued professional development of its key career personnel, the Career Leader has recently undertaken the Careers Leader Training via the Careers and Enterprise Company Bursary.

10. Monitoring, review and evaluation of programme and delivery

Birchwood High School has been assessed as making good progress towards the Quality in Careers Standard which involves a comprehensive monitoring, review and evaluation of the School's Careers Programme and its delivery. The Careers Leader seeks the views of students through the School Council and there is a focus group of Staff. Events and activities are evaluated through questionnaires.

The feedback from pupils, staff, parents and employers is collated during the Summer Term and used to inform and improve the Careers Programme and its delivery for the next academic year.

Birchwood High School uses the Compass self-assessment tool to monitor progress towards achieving the 8 Gatsby Benchmarks.

11. Partnerships/Service Level Agreements

Birchwood High School currently engages the services of SFYP Hertfordshire with a 35 day guidance package to help fulfil our obligation to provide independent and impartial advice and guidance to students from Year 8 upwards. The service contract with SFYP Hertfordshire is monitored through termly meetings between the Careers Leader and the IAG Team Leader from SFYP Hertfordshire and is reviewed annually by the Careers Leader and the SLT Lead for Careers.

The school works closely with their Careers and Enterprise Company Enterprise advisor, Clarion Futures, and is currently developing a strong working relationship with this organisation.

12. Business Links

In addition to Birchwood High School's links with Clarion Futures through the Careers and Enterprise Company, the school also enjoys the support of local businesses who engage with students through assemblies, site visits, workshops and work placements. The Careers Leader continues to develop further business links through involvement with the Careers and Enterprise Company.

Any business wishing to work with the school should contact the Careers Leader in the first instance.

13. Engaging the Parent/Carer

Parents/Carers are encouraged to get involved in the progress of their children through:

- Yearly Parent Consultation Evenings.
- Information evenings at key decision points eg GCSE Options, Post 16 Choices, Post 18 Choices.
- Access to Unifrog platform with information evenings on how to use it.
- Sharing of the Careers Bulletin

14. Links With Other Policies

This policy supports and is itself underpinned by a range of key school policies: - Equality Policy, Post 16 Education Policy, Provider Access Policy, School Visitor Policy

15. Approval and Review

This policy will be reviewed by the governing body every two years.