

**MULBERRY STEPNEY GREEN
MATHS, COMPUTING & SCIENCE COLLEGE**

**CAREERS EDUCATION AND
GUIDANCE POLICY**

Ratified on: November 2021

Ratified by: Full Governing Body

Date of next review: November 2022

Mulberry Stepney Green Maths, Computing and Science College Careers Education and Guidance Policy

1. Aims:

To enable all pupils to develop the attributes needed for successful career development through:

- Self-development
- career exploration
- career management

To be an integral part of the school and its curriculum by:

- raising aspirations and increasing motivation
- fostering key learning skills
- bringing relevance to subject teaching
- contributing to the development of information and communication skills

To promote equal opportunities, challenge stereotypical attitudes and help pupils overcome both the overt and the subtle barriers, which may be encountered.

To enable pupils to develop a broad understanding and an appreciation of economic activity and the interdependence of industry, public and voluntary sectors and their associated occupational roles.

To give all pupils a first-hand experience of the world of work.

Help pupils develop:

- an understanding of the word 'Career' as a pathway through life
- skills to review achievement, plan future actions, make decisions, present themselves and manage transition
- knowledge and understanding of the changing nature of work, learning and career

in order that they can make choices about their own continuing education and training and manage transition to new roles and situations.

Links with other Mulberry Stepney Green School policies

This policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Equality Policy
- SEN and Disability Policy
- Public Examinations Policy
- Behaviour Policy
- Staff Development Policy

2. Management

This is the responsibility of **L. Specchia** who oversees the co-ordination of Careers Education and Guidance.

Line Manager: **P. Bhutta (Headteacher)**

Lines of Communication are through Heads of Year, Pastoral Teams and through **Janice Swan (Tower Hamlets Career Service/Young Workpath)** working with appropriate staff and using staff briefings.

3. Inset and Training

Training is seen as a significant part of the effective implementation of Careers Education and is built into the annual needs assessment of the school's INSET planning. The need for staff delivering careers education and guidance to keep up to date with the rapid changes in training and employment trends is recognized.

Janice Swan delivers In-service training.

4. Resources

Careers information is available in the library and is designed to:

- meet the needs of the students and staff arising from their participation in the careers education programme
- provide comprehensive, reliable and up to date information which supports equal opportunity for pupils of all ages and abilities.
- includes resources from printed, audiovisual and IT based sources.

We are linked to the London Enterprise Adviser Network (LEAN) to keep abreast of changes to legislation, careers fairs, available speakers.

5. Careers Education Curriculum

The school is committed to providing a planned and coordinated programme for all pupils which is: relevant and appropriate to the ages and abilities of the pupils and reinforces equality of opportunity designed to prepare pupils for the opportunities, responsibilities and experiences of adult life

The programme requires:

- ✓ approaches based on shared understanding
- ✓ active support from all partners, both formal and informal
- ✓ discrete and integrated activities
- ✓ trained people to lead and manage and co-ordinate
- ✓ appropriately resource

It is designed to offer pupils learning experiences, which include:

- ✓ active and participative work
- ✓ team and individual activities
- ✓ work based situations
- ✓ coordinated contributions from all partners
- ✓ experiences based in all curriculum areas

Success indicators are that the pupil:

- ✓ has improved motivation and commitment
- ✓ has informed career aspirations
- ✓ can make their own career decisions
- ✓ has a clear understanding of career pathways
- ✓ is aware of opportunity
- ✓ has self knowledge

That the pupil can demonstrate skills in:

- ✓ self presentation
- ✓ personal effectiveness
- ✓ decision making
- ✓ making transitions
- ✓ team work

Careers Education is delivered to all pupils in the school (years 7-13) through:

- ✓ the school's PSHE programme by members of the pastoral teams
- ✓ Work related aspects of the subject curriculum by subject teachers
- ✓ External visitors

6. Careers Guidance

Careers Guidance is provided as an integral part of the school's overall approach to pupil development, welfare and guidance.

It aims to be:

- ✓ impartial
- ✓ confidential (within educational guidelines)
- ✓ meet the needs of the pupil
- ✓ underpinned by equality of opportunity

Guidance aims to benefit the pupils in terms of:

- ✓ their improved capacity to make choices and decisions
- ✓ implement career plans
- ✓ record their achievements
- ✓ obtain further help when required
- ✓ take greater responsibility for their own career management

Guidance is provided in partnership with Tower Hamlets Career Service/Young Work path and provides:

- ✓ individual career interviews (resulting in Individual Action Plans) for pupils identified as being part of a priority target group
- ✓ individual career interviews for all Year 11 students regardless of RONI (risk of NEET indicators)
- ✓ group interviews (resulting in notes outlining next steps)
- ✓ Information on education, training, and employment opportunities
- ✓ information on job and training vacancies
- ✓ special help for pupils identified as with special needs Guidance takes place Year 7 – Year 13 Tutor/Tutee conversations.

Targets groups prioritised as a result of the refocusing of the Careers Service are:

- | | |
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| ❖ <i>English as an additional language</i> | ❖ <i>Under achiever</i> |
| ❖ <i>Excluded</i> | ❖ <i>On child protection register</i> |
| ❖ <i>Likely to drop out (post 16)</i> | ❖ <i>Special needs</i> |
| ❖ <i>Homeless</i> | ❖ <i>Unlikely to achieve NVQ level 2</i> |
| ❖ <i>Looked after</i> | ❖ <i>Young carer</i> |
| ❖ <i>Offenders</i> | ❖ <i>Unlikely to take GCSEs</i> |
| ❖ <i>Non-attendees</i> | ❖ <i>Gifted and talented</i> |

Identification of target groups is done through close liaison with:

- ✓ Special Needs Department
- ✓ Head of Year and relevant pastoral team
- ✓ Assistant Headteacher responsible for 'At Risk' register
- ✓ Educational Welfare department

7. Parents and Governors

At Mulberry Stepney Green School, it is recognised that Careers Education and Guidance has a specific place in the curriculum as a whole and it is important that parents and governors have an understanding of the aims and objectives and how they will be achieved. It is also recognised that parents and governors have a role to play in Careers education and guidance and it is essential to keep them informed and enlist their support.

8. Industry Links/Work Related Curriculum

Importance is given to the development of Industry/Business links which have positive effects on the school curriculum as well as within Careers Education and Guidance. These contacts form an essential back cloth for the development of the work related curriculum, for student centered experiences of work and, through the Teacher Placement Service, the opportunity for staff to gain knowledge and experience outside the classroom. The school works in partnership with the EBP.

Other positive outcomes are:

- ✓ to widen pupil knowledge and experience of the changing world of work
- ✓ provide input which will enhance the curriculum
- ✓ establish better understanding between school and industry as to each other's needs
- ✓ involve the school more fully in the community and so prepare our pupils to become useful members of that community
- ✓ provide work placements for year 10 pupils

9. Work Experience

Work experience is the entitlement of all Year 10 pupils. The placement is for a one or two-week duration and allows pupils to gain firsthand experience of the world of work.

Work experience and work shadowing are also integral parts of the applied courses.

Work experience aims to:

- ✓ facilitate pupils personal and social development by giving them opportunities to develop self-confidence and social skills
- ✓ allow pupils to investigate and experience some of the challenges of work so that they may manage the transition to work more comfortably
- ✓ enhance pupils understanding of concepts learnt in the classroom and to apply skills learnt in those settings
- ✓ enable pupils to establish a relationship with a particular employer which may lead to an offer of part time or full time employment
- ✓ promote a positive image of the school and to build solid links between the school and the business community

Work Experience Placements are found using a mix of externally organisations and internally arranged programmes (parents, governors, Alumni, employers and local community links) and aim to offer pupils:

- ✓ a wide range of quality work experience placements (with adequate choice for each pupil) for at least two weeks at the end of year ten
- ✓ real and meaningful work leading to experience which develops skills
- ✓ placements with sympathetic hosts to address special needs
- ✓ Experiences which match and extend pupils interests and aspirations; relate to work in the classroom; forge links with employers to develop pre- and post- work experience curriculum activities

Monitoring of Health and Safety/Legal regulations applicable to Work Experience is carried out by the Tower Hamlets EBP under the Service Level Agreement.

10. Monitoring and Evaluation

The Policy and implementation will be kept under review and will be evaluated as follows:

- ✓ Annual review and evaluation of Guidance procedures through review and negotiation of the Partnership Agreement with Tower Hamlets Career Service/Young Work path Service
- ✓ Annual evaluation of Work Experience through review and negotiation of Service Level Agreement with Tower Hamlets EBP
- ✓ Evaluation of Careers Modules through Heads of Year and PSHE
- ✓ Race and gender analysis (from September 2020) of subject choices at transition from KS3 - KS4. This will be carried out by LT responsible for the process
- ✓ A similar analysis will be carried out on post 16 transition
- ✓ A complementary analysis of school leavers is carried out through the Tower Hamlets Career Service/Young Work path Service