



Tring School

Careers Policy

Policy Review	
Review Schedule	3-yearly
Reviewed by:	Local Governing Body (SLC)
Accepted by:	Trust Board
Reviewed:	May 2021
Date of Next Review:	May 2024

The Ridgeway Learning Partnership is committed to equality of opportunity for all pupils, staff, parents and carers. Policies have been written and reviewed with due regard to the Equalities Act 2010.

Introduction

We believe that students thrive in a happy, secure and caring environment. It is an essential part of a school ethos that the values of peace, love and caring for others should be core values that we respect and agree.

Scope

The RLP is at the heart of the community delivering an inclusive education to students of all ages. Our mission is to embrace challenge and to celebrate success in all that we do by striving for every learner to reach their full potential. The culture that we have in our schools means that they each retain their distinctiveness but learn and grow together and remain collectively responsible for providing all students with exciting and inspiring opportunities.

For Church Schools in the Ridgeway Learning Partnership the following biblical narrative applies:

'And whatever you do, do it heartily, as to the Lord and not to men.' Colossians 3:23

This Policy should be read in conjunction with:

Work Experience Policy
Life Skills Policy
Inclusion Policy
Special Education Needs Policy
Academically Most Able / Gifted & Talented Policy
Educational Visits Policy
Health & Safety Policy
Equalities Policy

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Policy Statement

Careers Education and Guidance describes the planned provision by schools, colleges and their partners to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

This policy covers the Careers Education and Guidance part of our provision. There is a separate policy for Work Experience.

What we provide

Tring School has high quality careers advice and guidance, to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions. We are committed to providing a planned programme of Careers Education and Guidance for all our students in Years 7-13, as well as Information, Advice and Guidance (IAG) for those students who need it. Careers Education and Guidance will continue to be delivered through our Life Skills Programme and, where possible, educational visits and activities.

Aims

- Prepare students for the transition to life beyond secondary school (higher education and the world of work)
- Support students in making informed decisions which are suitable and ambitious for them
- Provide students with well-rounded experiences
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers
- Inspire and motivate students to develop their aspirations

Statutory Requirements and Recommendations

1. The careers provision at Tring School is in line with the statutory guidance developed by the Department for Education, which refers to the Education Act (2011).
2. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:
 - be impartial
 - include information on a range of pathways, including university options or apprenticeships
 - be adapted to the needs to the student
3. In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships.

All students have access to the following:

4. Students with Special Educational Needs or Disabilities (SEND):
 - Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
 - Personalised support from the SENCO, careers advisors and external bodies is used where appropriate.
5. Students in receipt of Pupil Premium funding:
 - Personalised support will be given to these students and they will receive an extra careers appointment in Key stage 4.
6. Careers Advisor
 - At Tring School, there are three independent external Careers Advisors, David Ritchie, David Ritchie Associates, david.ritchie@dracareers.co.uk, Fay Bowman and Amanda Wickens from Youth Connexions, yc@hertfordshire.gov.uk who work alongside the Enhancement Leader, Mrs Jennah Hay (tringschool@tringschool.org) and Assistant Headteacher with responsibility for careers. The Careers Advisors will work with the school to develop a careers programme for the school. This is in line with the Gatsby Benchmarks for Good Careers Guidance. All students have access to these advisors and there is a scheduled interview for identified students in Years 10 and 11 as well as offering Sixth Formers a careers guidance appointment

The Eight Gatsby benchmarks of Good Career Guidance

The school aims to meet all the Gatsby Benchmarks in line with statutory requirements.

1. A stable careers programme

An embedded programme of career education and guidance will be in place that is known and understood by students, parents, teachers, governors and employers .

2. Learning from career and labour market information

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will get the support of an informed adviser to make best use of available information.

3. Addressing the needs of each student

Opportunities for advice and support will be tailored to the needs of each student. The careers programme will embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. 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 student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

6. Experiences of workplaces

Every student 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.

By the age of 16 students should have had at least one experience of a workplace.

By the age of 18 students ought to have had at least one further experience of a workplace.

7. Encounters with further and higher education

All students 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 student should have opportunities for guidance interviews with a career adviser. These should be available whenever significant study or career choices are being made. They will be expected for all students but should be timed to meet their individual needs..

Roles & Responsibilities

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Careers lessons are delivered by designated Life Skills teachers. The careers programme is planned, monitored and evaluated by the Enhancement Leader. Careers Information is available in the Connexions Centre which is maintained by the Enhancement Administrator. Resources are also available in the Learning Resource Centre and the Sixth Form Centre.

Key Stage curriculum content

Careers at Key Stage 3 and 4

The careers programme includes a range of careers education sessions, career guidance activities, information and research activities and work-related learning opportunities. The majority of these sessions are delivered by the Life Skills specialist team supported by external providers and local businesses.

Across all Key Stages there is a regular focus on the writing and updating of a Curriculum Vitae which evolves into a document suitable for applying for college, apprenticeships or Sixth Form at the end of Year 11 and university and full time employment at the end of Year 13.

In KS3 students are exposed to range of external deliverers and business people through our ELDs eg The Real Game Day, PRS Beyond Belief, Chemistry at Work, The Big Bang, Engineering for girls and boys, The Globe Theatre, Thorpe Park money management and an opportunity to run an Enterprise Market. Life Skills sessions are designed to develop an understanding of job families and thinking about work in preparation for option choices at the end of Year 9.

In KS4, Extended Learning Days are used extensively to deliver sessions around enterprise, Unifrog, college, apprenticeship and business speakers. Life Skills sessions include Understanding a Prospectus, labour market information, apprenticeship opportunities, choosing A Levels and Sixth Form entry. Unifrog is a platform used by all students as a key part of careers education. Morrisby Testing is offered to all Year 11 students to support A Level options and career choices.

Careers at Key Stage 5

The Sixth Form Team, including a dedicated UCAS coordinator, runs a comprehensive programme for students wishing to go to University. We launch the Higher Education Programme to our Sixth Form students in Year 12 and it is delivered as a parents' information evening. Students attend the UCAS convention which also includes information on Apprenticeships. We offer students a vast array of sessions on applying to University, student finance and replying to offers. We implement additional support for those wishing to apply to Oxbridge including trips to the Oxbridge convention and offering additional opportunities. The 'Your Future' webpage on the school website provides information and resources for students and parents on every step of the University application. Finally, offers of mock interviews are extended to any student who is interested through our Youth Connexions service.

Alongside the Higher Education Programme we offer a balanced and comprehensive Career and Apprenticeship programme. We host an Apprenticeship and Career parent information evening with year 10-13 and offer a programme of sessions, some on ELDs, researching Apprenticeships and Careers, CV writing, interview techniques and assessment centre tests. We offer mock interviews with relevant industry specialists.

Students in all Key Stages are encouraged to make an appointment with one of our independent careers advisors to discuss any of the above routes.

Communication

Our careers programme is available on the school website and our Connexions Centre and Sixth Form Centre are hubs for students to seek advice, guidance and information. Both centres offer literature and prospectus in addition to notice boards offering careers information such as college open days, part time employment and apprenticeships. The Sixth Form team promotes career guidance throughout our COOL (Career, Opportunities, Organisation, Life Skills) time assembly and Extended Learning Days. Careers packages, such as Unifrog, can be accessed by students and parents either in school or at home. Information is available on our school website, including a comprehensive list of useful websites and links. Parents are kept regularly informed of careers

events and information via the 'Futures' webpage on the school website as well as individual letters and the School Newsletter.

Monitoring and Evaluation

The Assistant Headteacher will work alongside the Enhancement Leader and the independent careers advisors to develop a Careers Programme for Tring School. The external independent service providers are also reviewed annually.

An evaluation of the data of retention, destinations, educational visits and attendance at various events will enable measurement of success as well as self reporting of gatsby benchmarks..

Tring School
Governing Body
May 2021