

Introduction

Stormont House School's vision is "**Achievement for all in a unique world-class school**". As part of that vision we believe we have a duty to provide impartial careers information, advice and guidance for all our students. To achieve this we acknowledge the need to have a high quality programme of career and work related education which will enable all students to develop good careers skills, to better understand the world of work, help them explore different career pathways and support them in making informed decisions on the opportunities that are available to them.

Overall Aim

The aim of this policy is to ensure the school is consistently providing high quality careers education, information, advice and guidance (CEIAG) by:

- Providing access to a range of activities that will inspire and motivate students. This would include employer talks, careers fairs, motivational speakers, college visits, mentors and work place visits.
- Providing individual, impartial guidance based on identified individual need and up to date information through working with Prospects, employers, Colleges and alternative further education providers.
- Arrange high quality work experience that is suitable for students and which reflects individual students interests and strengths.
- Build strong links with employers that are supportive of young people with special educational needs.
- Making Students aware of the wide variety of options available to them post -16, for example, apprenticeships, pre-apprenticeships, supported internships or other vocational pathways which may lead to higher education or employment.
- Promoting equality amongst both the sexes by avoiding any form of stereotyping in the advice and guidance that is provided. So that students from all backgrounds and diversity groups are able to consider a wide range of careers including those that may have historically been assigned to a particular gender, race, class or ability.

This will enable our students to:

- Develop a broad understanding of education, training and employment and be able to develop the skills to make informed choices about their future.
- Develop Careers exploration skills that equip them with the skills to make good use of information and guidance provided to them.
- Develop employability skills where they are more self-aware and realise the importance of the curriculum they follow at school and how their performance impacts their future employment.
- Develop career management skills that they need in order to review achievements, make decisions regarding future careers and cope with change and transition.

Commitment

Stormont House School is committed to providing a planned programme of careers education and guidance for all students from Years 7 to 12 based on the guidance in the CDI Framework for Careers and Work Related Education, the Gatsby Benchmarks and also following statutory guidelines, as shown below:

Schools have a duty to provide impartial and independent careers education, information, advice and guidance (1997 and 2008 Acts, 2009 Skills Act, 2011 Education Act).

This includes a statutory duty to provide external and impartial careers guidance in Years 8-13 and promote the best interests of the pupils to whom it is given (The Education Act 2011, Education and Skills Act 1998, and The Education Act 1997 and Careers Guidance and Inspiration in Schools Statutory Guidance 2015).

Additionally, schools must ensure that their programme of careers education and guidance includes information on 16-18 education or training, including apprenticeships and other work-based education and training options. (The Education Act 2011, Education and Skills Act 1998, and The Education Act 1997 - Statutory Guidance 2015)

Governors and staff are committed to:

- Providing a planned and individually tailored programme of careers activities to which all students from Key Stage 3-5 are entitled to and will have access to. [see Entitlement](#)
- Working in partnership with Prospects in order to provide independent information, advice and guidance to ensure that no student is at any disadvantage of gaining access to education, training or work. [see Partnerships](#)
- Ensuring that students' progress to an opportunity in further education, training, volunteering or employment that is suitable for their needs.
- Involving students, parents and carers and all other stakeholders in a programme of careers activities and any developments within careers.
- Achieving the Quality in Careers Standard.

Implementation

Entitlement

Stormont House School will:

- Ensure that a variety of careers information is available and accessible to students through the tutorial programme, Careers and Further Education evenings, the school Careers library, through the school website and through Prospects.
- Arrange personal interviews for students, taking in to consideration their special needs, at key transition times e.g. arranging post 14 and post 16 pathways transition reviews with the schools independent careers advisor from Prospects.
- Encourage students to recognise the importance of their personal statements and work with them to ensure the statement supports their career planning.
- Conduct mock interviews with students with our school Business in the Community partners Williams Lea and work closely with them to ensure that students are confident about application procedures for employment and further education.
- Organise appropriate and productive work experience opportunities both internal and external. Develop and create a wider variety of work experience placements, suitable for our student's range of complex needs. Strengthen existing links and offer training opportunities

around working with young people with SEND.

- Encourage an integrated cross curricular and careers oriented approach to world of work learning, using it as a context for subject delivery e.g. Cross Curricular Careers day.
- Take advantage of careers opportunities provided through local colleges and organisations for all year groups e.g. work place visits, open days and careers events.
- Arrange Provider access - to create opportunities for local FE colleges, alternative providers, employers, business community outreach programmes, parents and any other stakeholders to explore careers opportunities with all students. These opportunities will include will information on education, training, technical education qualifications, as well as Supported Internships, traineeships and apprenticeship opportunities.
See Appendix B for Policy Statement on Provider Access
- Work towards a framework for monitoring and evaluating the delivery of the schools CEIAG which will be taken into account in the annual review of the schools careers programme of study and school development plan.
- Inform Staff, Students and Parent/Carers of Careers entitlement by making the Careers Policy available to them on the School Website.

Delivery

Key Stage 3

- At Key Stage 3 CEIAG is currently a part of the Tutorial programme and PSD programme which is based on the PSHE Association framework.
- Year 9 are also interviewed by the Prospects independent careers advisor and have a Post-14 transition review.
- Careers Day
- Annual careers visit to Kidzania to support work within Tutorial programme and to contribute to student's careers passport.
- Annual Reviews include student's assessment of their own skills and attributes. Includes discussion of steps towards long term aspirations.

Key Stage 4

- Students follow the accredited Edexcel Award in Personal Social Development course of study.
- Students work with Mentors to focus on CV's, job applications and developing interview skills.
- Students undertake a year of internal work experience in Year 10 and a two weeks work experience in Year 11 with a programme of preparation for work and debriefing to maximise the learning from their experience.
- Years 10 & 11 have a Progression evening
- Students attend London Skills exhibition
- Students take part in college and work place visits.
- Careers Day
- Annual Reviews include student's assessment of their own skills and attributes. Includes discussion of steps towards long term aspirations.

Key Stage 5

- Students follow the Edexcel BTEC Workskills course
- Extended work experience placement.
- College link courses at Hackney Community College, ELATT or BSix Sixth Form College, as well as other partner providers depending on student's vocational course option.
- Work place visits.
- Careers mentoring work with Inspire!
- Learn 2 Earn programme with the Change Foundation that teaches employability skills through sport.
- Careers Day
- Annual Reviews include student's assessment of their own skills and attributes. Includes discussion of steps towards long term aspirations.

See Appendix A for Outcomes.

Accreditation and Assessment

Careers learning outcomes are based on the ACEG framework and students are given the opportunity to follow accredited courses in PSD and Workskills at Entry level and above. Students are assessed using the AfL technique and through accredited courses. Courses are coursework based and are internally examined with external moderation.

Roles and Responsibilities

Staff Member	Role in School	CEIAG Role
Frances Jessie	Deputy Head	Head of Inclusion
Katie Foster	Deputy Head	Head of Progression
Claire Napier	Careers and Sixth Form Lead	Careers Lead, Quality in Careers Standard Lead and Careers Administrator
Angela McKell	PSD Subject Lead	PSD Lead and Teacher
Alejandro Sanchez	Teacher	PSD and Work Related Learning Teacher
Beatrice Andrews	Co-opted Governor	Careers Link Governor

Partnerships

The school is committed to working with a large range of partners to deliver a CEIAG programme dedicated to creating new and maintaining existing partnerships to further the student's experience of the World of Work. The school works closely with an external professionally qualified careers advisor from Prospects who provides impartial careers advice to all students from Year 8 onwards. We also work closely with our business in the community partners, Williams Lea and Linklaters. Through the schools Sixth Form split provision we have links with various FE colleges and alternative providers. We also work with Hackney Transition Outreach team, Young Hackney, Hackney Council, Peabody trust, Inspire! , Hackney 100, Volunteering Matters and Transport for London to provide various careers activities and schemes.

Resources

Stormont House School staff are expected to contribute to the careers education and guidance programme in their roles as tutors and subject teachers. This is lead and delivered by teachers who specialise in personal development. Prospects Independent Careers advisor provides individual impartial careers guidance. Careers information is available in the Careers library, which is maintained by the school Careers teachers. Administrative support is available to the careers coordinator as resources allow. Inspire offer Key stage 5 1:1 transition supports as students decide on their progression pathways.

Monitoring, Review & Evaluation

- Teaching of careers lessons are subject to schools Teaching and Learning observation process.
- Learning outcomes throughout Key stage 3 - 5 are recorded and progress assessed. Career progression is evaluated against Learning Outcomes. *see Appendix A*
- Students complete evaluation of internal and external Work Experience placements.
- Staff complete evaluation of Work Experience placements
- Annual evaluation of Prospects with careers advisor
- Annual evaluation of Work Experience placements
- Annual evaluation of CEIAG accreditation and CEIAG programme as a whole. It is a part of the PSD annual review carried out by the PSD Lead and careers teaching staff.
- Tracking of Leavers destinations and monitoring progression with clear pathways.
- Annual review of Careers Policy

Development and Training

This policy statement has been developed in consultation with governors, the school leadership team, staff, students and external partners. Staff training needs are identified yearly through school performance management reviews and training for CEIAG will be provided when needed.

Parent/Carer involvement

Parental involvement is encouraged at all stages of CEIAG. Parents are kept up to date with careers related information through letters, newsletters and at open evenings. Parents are welcome at careers interviews and are a part of the decision making process surrounding students post 16 options.

Links with other policies

This policy complements, and should be read in conjunction with the Teaching and Learning and PSHE policies.

This policy has been developed and will be reviewed every 2 years in discussion with teaching staff; the school's careers advisor(s), students, parents, governors, advisory staff and other external partners.

Approval

Headteacher Chair of Governors.....

Date of approval Date of next review.....

WORKING DOC.

Appendix A

Outcomes

Key Stage 3

By the end of this key stage, most Stormont House students will have:

- Developed some knowledge of jobs in the wider world
- Begun to think about and explore types of jobs they may like to do, including roleplaying different job/workplace scenarios, writing and talking about jobs they may like to research
- Participated in one or more visits to Kidzania, followed up with discussions and recorded interests and aspirations
- Begun to make links between hobbies and interests, subjects studied at school and employability skills and qualities, reflected in aspirations discussed at Annual Reviews
- Developed awareness of the limits of stereotypical thinking and decisions
- Received appropriate advice and guidance on post-14 work related learning
- Developed some knowledge of how we gain money, how to make choices about how to spend, save and manage money

Key Stage 4

By the end of this key stage, most Stormont House students will have:

- A better understanding of themselves and how to present themselves well (be able to describe their personal characteristics, abilities, interests, potential, weaknesses and limitations)
- Explored presentation skills and strategies to improve chances of selection at interviews
- Begun career planning and know how to set challenging, realistic goals to make progress
- Recognised the relevance of school to work and how different subjects can help them progress in their career
- Developed skills to research information about work related opportunities, a range of different jobs or and to have used this to help make choices about appropriate Work Experience placements, possible jobs, apprenticeships and college courses
- Have gained direct experience of work and reflected on how this has benefitted them
- Been made aware of the laws and health and safety related to young people's employment
- Shown they can be positive, flexible and well-prepared at transition points
- Accessed impartial advice, guidance and support to help their decision making
- Recognised rights and responsibilities in relation to discrimination and challenged stereotypical views that may limit aspirations
- Knowledge of some basic economic terms, and be able to recognise what a budget is
- Reviewed and updated plans for next steps post-16

Key Stage 5

By the end of this Key Stage, most Stormont House students will have:

- Extended their self-knowledge, career exploration, career management, key and other employability skills
- Identified appropriate routes to their goals

- Participated in opportunities to develop employability skills and (e.g. with work experience, voluntary work, clubs, other activities)
- Reflected on the importance of diversity and inclusion in the workplace and the implications for your behaviour and others
- Considered responsibilities and rights as a student, trainee or employee to observe safe working practices
- Developed their personal financial capability to improve their decisions that affect their everyday living and next career steps
- Researched, evaluated and made choices about future plans
- Made a back-up plan in case things go better or worse than expected
- Made effective use of their own personal support network including impartial careers advice and guidance to make a successful next careers step
- Identified how to prepare for, perform well and learn from selection processes
- Considered strategies to cope with managing career transitions
- Reviewed and updated their individual learning plans and identified strategies for coping with the challenge of managing their careers steps, including where to get help in the future.

Appendix B

Policy Statement on Provider Access

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997

Student Entitlement

All students in Years 7 – 12 are entitled:

- To find out about the full range of options open to them at each transition point as part of a career programme. This will include information on education, training and technical education qualifications and apprenticeship opportunities.
- To hear from a range of local providers about the opportunities that they offer through careers days, group discussions and taster days.
- To understand how to make applications to the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access to discuss their education and training offer should contact Claire Napier, Careers Administrator:

Tel: 0208 985 4245

Email: cnapier@stormonthouse.hackney.sch.uk

Opportunity for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Please speak to our Careers Administrator to identify the most suitable opportunity for you.

Premises and facilities

The school will make the school hall, classrooms or private meeting rooms available for discussions between the provider and students as appropriate to the activity. The school will make ICT arrangements to support provider presentations. This will be discussed and agreed in advance with the Careers Administrator.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school.

WORKING DOC.