



Careers Education and Guidance Policy

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| Responsibility | Zoe Budding |
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| Date of next Review | July 2026 |
| Approval by | PHS Governors |
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| Version Control | |

This policy should be read in conjunction with Perschore High School Careers and Action Plan, found on the Careers section of the website.

Vision and purpose

We are fully committed to develop our students to become life-long learners with confidence, independence and resilience, through individual guidance and access to a wide variety of opportunities. We challenge students to set aspirational goals and provide support to achieve them.

We have established a range of effective careers guidance activities that help to raise students' aspirations and achievements as well as guide and support them to achieve positive destinations such as A levels, Higher Education, Apprenticeships, Technical routes or Employment.

This enables us to consistently support and engage every individual student to understand and develop their own future pathway, and to confidently raise and achieve their aspirations in an increasingly competitive and ever-changing world.

National and local expectations

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

- securing high quality, impartial careers guidance for Y7-13. In implementing this duty, we will pay particular regard to the 2011 Education Act, the Department for Education's careers strategy (July 2021, updated Jan 2023) and Ofsted's inspection criteria for evaluating careers provision in schools 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;
- participating in and promoting local and regional careers events (eg: Worcestershire Skills Show, Three Counties Careers Fair) and working in partnership with supporting organisations (eg: Early Help Team, Apprenticeships support, Post 16 Engagement Team, etc).

Current priorities

Our careers strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations;
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities;
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability;
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work;
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support;
- working with parents/carers, community and business partners to meet students' career development needs, paying due regard to the priority, skills and sectors identified by the CEC;
- Planning and delivering a CEIAG programme (ref the annual Careers Plan) which meets the learning outcomes identified in the CDI Framework for careers, employability and enterprise education (Apr 2021).

Strategy

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure (School Improvement Committee);
- identify a member of senior leadership to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Head of Sixth) and specialist careers staff and to manage the day-to-day running of the careers programme;
- develop and maintain an annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy;
- provide high quality careers guidance services for our students which includes independent and impartial support, implementing the national validation criteria of CEIAG Awards;
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning;
- communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision;
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme, through impact evaluation forms and house councils meetings.

Review

This policy will be reviewed by the governing body every two years. Implementation will be reviewed by regular meetings between Head of Careers, Head of Careers Education and Leadership Team.