



# Careers Policy

ADOPTED BY THE CURRICULUM & LEARNING  
COMMITTEE OF  
IVANHOE SPECIALIST TECHNOLOGY ACADEMY

Date: 27<sup>th</sup> February 2019

## Statement of Intent

This policy is under pinned by sections 42A1, 42B and 45A of the Education Act 1997, section 72 of the Education and Skills Act 2008 and schedule 4 (15) of the School Information (England) Regulations 2008 and has regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers' - Statutory guidance for governing bodies, school leaders and school staff - updated October 2018

The main aims of careers provision at **Ivanhoe College** are to:

- Prepare pupils for the next stage of their education.
- Develop an understanding of different career paths.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

## Statutory duties

**At Ivanhoe we use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision and ensure we meet all statutory requirements.**

Up to date details of Ivanhoe's current careers provision can be found on the school website – <http://www.ivanhoe.co.uk/careers-education>

Ivanhoe College ensures that all registered pupils are provided with independent careers advice and guidance in Year 8 and Year 9.

The school's careers strategy is shaped by the needs of individual pupils, and, therefore, developing a strong dialogue with pupils is at the heart of the policy.

The school will ensure that the independent careers advice provided:

- Is presented impartially
- Is given in the best interest of the individual pupil receiving the guidance, taking into account their personal needs and aspirations
- Consists of a wide range of information to support choices for GCSE subjects and possible education/employment routes beyond that

The school will make it clear to pupils that they will be required to continue studying GCSE English and maths post-16 if they do not achieve a grade C or better at GCSE in these subjects.

The school will make it clear to pupils that although they must remain in education or training beyond the age of 16, they are not required to stay in school.

The school will also ensure that pupils understand the wide variety of opportunities available in the job market, including the fact that many careers require a good knowledge of the science, technology, engineering and maths (STEM) subjects.

The school will ensure that the opportunities created by studying STEM subjects are particularly emphasised for female pupils, who are statistically much more likely to limit their careers by dropping STEM subjects at an early age.

The school will ensure that opportunities for pupils to develop an entrepreneurial spirit are accessible, e.g. through Design & Technology lessons, enrichment days and external competitions.

## Methods

**Ivanhoe College** will use the following methods to deliver a strong, well-rounded careers provision:

- Provide a range of opportunities that enhance the curriculum for all students to raise aspirations of individual academic achievement and personal development.
- Promote any of the above opportunities adequately, whilst identifying and overcoming any barriers to wider participation (differentiation of resources; financial limitations).
- Promote an awareness of the world of work.
- Promote especially any opportunities and provisions that assist in raising aspirations and achievement, - including those that are socially and culturally gendered (for example: nursing, engineering, careers in STEAM industries).
- Promote an awareness and deeper understanding of the interrelation between education, employment, industry, the local/national economy and the local, national and global communities
- Opportunities to help students explore and identify how their existing skills, attitudes and knowledge learned in school can be applied to, and developed further in, the world of work.
- Embed within the curriculum a practical and extensive focus on the use and development of all personal and social skills (including PLTS, SMSC) that relate the world of work and that can be developed in and out of the school classroom.
- Provide access for all students to impartial careers guidance through the considered selection and use of teaching resources and visitors to the school. This should enable all students to make considered decisions with regard to future choices of employment and/or education
- As an integral part of the above, promote independent reflection and enquiry by students into their academic strengths and needs, as well as the qualifications/skills required for their desired careers. As such, students can make informed and wise decisions about education and employment post-14.
- Provide assistance for all students in basic career management such as CV writing, job searches and job interviews.
- Visit open days at further and higher education institutions
- Provide and/or assist access to online creative resources and employment market intelligence; encourage independent research into careers opportunities
- Maintaining and developing effective links with Ashby School.

The school will provide cross-curricular links to careers in other subjects.

## Curriculum

Personal development, PLTS, preparation for life outside of school and understanding of life and career choices are embedded in all curriculum areas.

All students study Lifeskills for one hour per week per year group. The development of personal learning and thinking skills (PLTS) are developed intrinsically within all Lifeskills lessons. Careers lessons are delivered as a ten week module in year 8 and year 9 ([See Appendix A](#)).

Enrichment day activities, extracurricular trips and Tutor Learning Time further enhance students understanding and knowledge of the world of work and build essential skills needed beyond school; team work, grit and resilience.

All students have opportunity and are encouraged to participate in extracurricular activities and competitions. E.g. STEAM Competition, 3M Science Detectives and Rotary Public Speaking competition.

Our Careers curriculum aims to broaden students' understanding of the labour market in the UK through a range of activities and resources designed to link students' strengths and interests with a comprehensive range of careers. We utilise a number of Gatsby-approved sites and events as a means of facilitating this. These include the iCould resource site, National Careers Service database and the WorldSkillsUK resources and event, to which we take all Year 9 students. This provides an excellent opportunity to meet employees and employers in a wide range of sectors, and ultimately encourages students to contemplate further where their skills and interests could take them. An additional benefit of the show visit is that students are shown the wide variety of entry routes and requirements for different careers.

All of this supports students in making their GCSE choices for Ashby School. Alongside Ashby School's information pack and presentations, timely support is offered to students with making their applications, and are encouraged to seek advice from relevant subject areas where they are unsure of which subjects to choose.

## Monitoring and review

The governing body, in conjunction with the head teacher, will review this policy regularly.

Lesson content and delivery will be monitored through the usual school monitoring process – eDRL. This incorporates regular CPD responsive to staff and student needs as dictated by governmental policy changes and evidence from learning walks and 'book-looks'.

The evaluation process will take into account the success of student's post-16. (Reviewing NEETS data from Ashby School)

In the evaluation of the careers provision, the school will take account of feedback from pupils, parents/carers and link employers engaged in our careers activities, as well as data from the DfE's destination measures, and NEETS data from Ashby School.

SLT member with responsibility for Lifeskills will make any necessary changes to this policy, and will communicate these to all members of staff.

## Appendix A: Careers provision in Years 8 and 9

Year 8	Year 9
<p><b><u>Job for Life:</u></b> Students investigate a job that they would enjoy and that would fund the lifestyle they envisage for themselves.</p> <p><b><u>Future Careers:</u></b> Students explore a range of careers that remain steady (e.g. doctors, nurses, teachers, lawyers) and careers that are on the horizon, responsive to scientific, technological and social changes (e.g. VR technology and ‘the internet of things’)</p> <p><b><u>External visitors</u></b> give all Year 8 students the opportunity to gain insight into a variety of careers and to ask questions of ‘real-life’ employees and employers about their world of work.</p>	<p><b><u>Career profiling</u></b></p> <p>Use of external, impartial web resources, such as Plotr.com, for students to reflect on their interests and strengths to explore a diverse range of careers suited to them. From this, they research the skills and qualifications they need and which entry routes are available</p> <p><b><u>External visit to Skills Show Live:</u></b> All year 9 students visit the show and have the chance to explore the opportunities in a wide range of industries, as well as the potential opportunity to try hands- on activities. They can get impartial one-to-one guidance on career routes and jobs from expert careers advisors and browse the ‘Sign Up Station’ stand for an insight into real opportunities that they can apply for at 16, such as work experience and apprenticeships.</p> <p><b><u>Preparation for employment: CVs</u></b></p> <p>Students use a range of resources and discussion points to explore the purpose and use of a CV. They discuss points of morality and the importance of first impressions and communication skills. Students have access to a template for a CV and may begin to build a CV, ready for their first employment opportunities. There is an awareness in the college that some students are already beginning to seek part-time employment,</p> <p><b><u>Preparation for employment: Interviews</u></b></p> <p>Students consider and continue to develop skills necessary for success at interview, by practicing a variety of scenarios such as introductions to employers, how to dress, how to sit and speak, interactions with other candidates, and responses to difficult questions</p>

# **Appendix B: Policy Statement on provider access**

## **Ivanhoe College Provider Access Policy**

### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils 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.

### **Pupil entitlement**

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

At Ivanhoe we fulfil this requirement through a number of events, integrated into the school careers programme. Giving providers an opportunity to come into school to speak to pupils and/or their parents/carers:

- Year 8 – careers fair where students hear from professionals in a wide variety of careers who explain training and education requirements for their field of work. Local technical colleges and universities eg Stephenson's College and Loughborough College are invited to participate in the event.
- Businesses, colleges and universities are invited to attend our annual STEAM show.
- In Year 9 all students visit the 'World Skills Show'. They can get impartial one-to-one guidance on career routes and jobs from expert careers advisors and insight into real opportunities that they can apply for at 16, such as work experience and apprenticeships.
- All students are invited to attend Ashby school open evening and options evening to explore and make choices on opportunities post 14.

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact Emma Cresswell 01530 412756 ex 208  
[e.cresswell@ivanhoe.co.uk](mailto:e.cresswell@ivanhoe.co.uk)