

Northfleet Technology College

Careers Policy

Last revised	May 2015
Responsibility:	Learning
Review Date:	May 2016

Rationale

Careers guidance is a vital part of a young person's education and our aim is to promote and cultivate self-development, awareness of opportunities and career management skills in all our students. We aim to support them with the key choices they make on their passage through Key Stages 4 and 5 and to help them to follow suitable career paths that they can sustain throughout their working lives.

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

(Statutory guidance and inspiration in schools, DfE April 2014, Section 15/6)

The school has a planned progressive programme of activities and support that informs students throughout their time at NTC and beyond. In Years 7 to 11 this is provided initially through our Learning Conversation programme as well as further opportunities during weekly Community Hour and termly Community Days. Students and their Learning Coaches regularly review career aspirations to ensure that the school has an accurate central record of each student's careers interests. This then informs planning of events, visits and guest speakers throughout the year. Key events are also pre-planned throughout the year to coincide with external events and application windows (e.g. UCAS, college and apprenticeships). In addition, students have access to impartial guidance from the school's team of Curriculum Enrichment Coordinators (CECs) and independent guidance through access to the [National Careers Service](#), plus access to qualified independent and impartial advisors from CXK (formerly Connexions) and EBP.

Specific Aims

Our programmes of Careers Guidance and support will enable students to:

1. understand themselves and develop their capabilities (self-development)
2. investigate careers and opportunities (career exploration)
3. implement their career plans (career management)

Links with other policies

This policy is underpinned by the School Improvement Plan. It is strengthened by ongoing policies for teaching and learning, recording and reporting achievements, and PSHEE/Citizenship programmes that include aspects of enterprise, economic wellbeing and health and safety.

Roles and Responsibilities

The **Governing Body** will assign a dedicated member of the Governing Body to ensure that:

- the school complies with its statutory obligations with regard to careers guidance
- sufficient resources are allocated to the programme
- effectiveness of careers guidance is evaluated and the outcomes are reflected in future planning
- a lay perspective is offered on how well the school's careers provision prepares students for the world beyond school

The **SLT Careers Lead** will ensure that, and be responsible for:

- strategic leadership for the school's Careers Guidance provision within statutory and curricular requirements
- sufficient resources are secured for the provision of effective guidance (including staff and governor training needs)
- liaison with outside bodies concerned with careers guidance
- evaluating programmes and policies on an annual basis

The **Careers Team** will ensure that, and be responsible for:

- the day-to-day leading and managing of careers guidance in the school
- a regularly updated central record is maintained of student's career aspirations via the Learning Coach and Sixth Form Support team to inform the targeting of careers guidance
- through co-ordination with the SENCO, access to careers guidance interviews for those meeting the criteria set by KCC for those with SLD
- setting up and maintaining employer links and working with the other CECs and Sixth Form Support & Primary Liaison Co-ordinator in the placement procedures for work experience
- ensuring the provision of suitable up-to-date resource materials for students to access

The **Careers Team** will also work with all staff and the school community to ensure that:

- local businesses and stakeholders are engaged to provide careers education opportunities that support the curriculum
- students have access to those with experience in sectors they have expressed an interest in

All teaching staff will:

- deliver aspects of the Careers Guidance programmes as requested, either as Learning Coaches or through their teaching duties
- be familiar with the details of the CEIAG opportunities available so they can advise all students, particularly in their role as Learning Coaches

Learning Outcomes

By the end of KS3 students will:

- know where the careers library resources are in each Zone

- be able to research careers options using both hard copy and online resources
- understand that choice of subjects for KS4 may affect future career options
- be able to identify their own strengths and weaknesses and set targets for improvement
- have more of an understanding of themselves, their likes and dislikes.

By the end of KS4 students will:

- be aware of the skills and qualifications required by different employers and colleges
- have some idea of local and national employment opportunities
- have received information and guidance about post 16 options and opportunities
- have had the opportunity to experience and/or meet representatives from sectors of interest to the student
- have access to impartial face-to-face guidance if requested
- have taken part in a work-related activity and/or had an opportunity to partake in work experience
- be able to recognise their own strengths and weaknesses and set targets for improvement

By the end of KS5 students should:

- be aware of up-to-date information on learning and career opportunities post-18
- be aware of trends in the local and national labour market
- have taken part in a work-related activity and/or further work experience
- have reviewed their personal career plan with support from either a Sixthform tutor or external advisor
- have received support to access training, employment or education post-18 (including UCAS)
- be able to identify their own strengths and weaknesses and set targets for improvement

Resources

The Careers Team maintain a careers library which is located in each Community Zone (including Zone 6) and is easily accessible to students and staff. The contents are audited and, where necessary, updated annually.

All students have access to their own laptop and therefore are able to access online resources when required. In addition to the [National Careers Service](#) and other online resources, further support is offered through the Learning Conversation programme to ensure all students have the opportunity to discuss and develop their career aspirations.

Monitoring and Evaluation

The Careers Team and SLT Careers Lead will review this policy each year. This is to ensure its relevance to student needs, linkage with the School Improvement Plan and response to changing statutory guidance and good practice in delivering careers education and guidance. In addition, feedback is sought through questionnaires and interviews with the student body, School Council and other stakeholders to inform future developments. The updated version will then be made available to all via the school website.

In May 2012 the school achieved Stage Three of Investors in Careers and the criteria for this award will be used to inform future careers guidance developments. This will ensure we maintain this externally recognised standard of the quality that our students receive in the future.