

# THOMAS HARDYE SCHOOL

## Careers Policy



**Adopted By:** Local Governing Body

**Signed:** Chair of Governors – A. Moore

*A.N. Moore*

**Date:** 30/09/24

**Review Date:** 30/09/25

## **The Thomas Hardy School: CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY**

This guidance has been adopted as a mark of the importance Governors place on education that will prepare students for the challenges of their future lives. It recognises that in a world of rapidly changing employment opportunities students need to be given equally wide information, experience, and understanding of the world of work. It also recognises that students need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and realistic aspirations for their own futures. This will give each student a personalised impartial programme of Careers Education and Guidance to allow successful transition and preparation to lifelong learning and achievement beyond school.

The Thomas Hardy School endeavours to follow the statutory guidance provided by the DfE:  
**Careers guidance and access for education and training providers 2023**  
**This includes the development of a Provider Access policy published on the school website and a named careers leader.**

Thomas Hardy School employs a Careers and Guidance Manager.

As well as the statutory requirements the school will also endeavour to fully meet the Gatsby benchmarks detailed in the government document.

The eight Gatsby benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

### **Aims**

The aims of this policy are:

- Self Development to include preparation for the world of work
- Career Exploration
- Career Management
- Transition

### **Entitlement**

All students at Thomas Hardy School will undergo a personalised Careers Education, Information, Advice and Guidance programme, the CEIAG framework is designed to meet the individual needs of every student.

### **Responsibilities**

#### **Governors**

It is the responsibility of governors to establish and review the policy on careers education and guidance; to monitor the application of the policy and in particular to ensure that activities undertaken by students are safe; and to review outcomes of the policy regularly and up-date it as appropriate. The governing body will review the school's progress towards fully achieving the 8 benchmarks and where appropriate offer advice and guidance to assist in fully achieving the benchmarks. The governors can offer a valuable link between the school and the working world.

#### **Head Teacher/ Senior Leadership Team/Named Governor/Careers Leader**

It is the responsibility of the Head Teacher /Senior Leaders to establish an impartial framework for CEIAG and to ensure that it develops in the school; to monitor and review its effectiveness; and to report regularly to governors on the application and outcomes of the policy and progress towards the benchmarks. The Careers leader will use the Compass tool to evaluate to what extent each benchmark is being achieved.

## **Organisation and Assessment**

The school has developed a framework to deliver CEIAG throughout Years 9, 10 and 11 with emphasis on different areas for each year group. Year 9 focus on OPTIONS; Year 10 focus is on PREPARATION and in Year 11 the focus is on Post 16 CHOICES. Year 12 and 13 follow a separate careers programme which focuses on application and interview in Year 12 and on UCAS applications or alternative pathways in Year 13. Each year group follows a separate programme but throughout the year there are many other opportunities to access careers education on offer, from subject areas to all 5 year groups. The school also provides WRL and Enterprise opportunities for post-16 students.

## **Destination Data and LMI**

The school obtains and shares destination data using local council information. Information is used to ensure all pupils receive the support they need and to prepare for future options. Data is also shared with current students in conjunction with LMI data to provide current labour market opportunities. LMI is also tailored to our geographical area on Unifrog.

## **Teaching and Learning**

The framework includes:

- year group assemblies
- support and visits from external employers in structured careers activities
- a focus on soft skill identification and development where appropriate, for example, group discussion and problem solving and enterprise activities
- a wealth of career related opportunities offered as extra curricula choices
- a supportive and challenging environment will be created in lessons to ensure that students develop high and realistic aspirations for their futures.
- Dedicated lessons as part of the PSHCE programme throughout the school.

## **EforE**

The school ensures adequate support for pupils with special educational needs and/or disabilities. Independent and impartial advice for young people with SEN and disabilities includes information about all of the education, training and employment opportunities available. EHC plans include a focus on preparing for adulthood, including employment, independent living and participation in society. Links with employers help young people with SEN raise their aspirations and develop their career plans.

## **Monitoring and Evaluation**

The school monitors and evaluates the activities taking place whether it involves school staff, volunteers or external providers. Feedback from parents, students and employers is used to inform future provision

## **Resources**

Careers has an annual budget and staff training needs are identified and met as part of the school improvement plan. Students have access to ICT for careers exploration, primarily through the Unifrog platform. The Careers Leader provides independent individual and group guidance to all in year 10/11 and appointments are offered to all other students. Work experience is supported by the Unifrog Placements Tool.

Careers Policy to be reviewed annually.

## **Glossary**

CEIAG – Careers Education Information, Advice and Guidance

EBP – Education Business Partnership

**Amendments**

None

Appendix

A – Provider Access Policy



## **Appendix A:**

### **Thomas Hardy School: Provider Access Policy**

#### **Introduction**

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

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

#### **Meaningful provider encounters**

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

#### **Previous providers**

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Local FE providers, regional apprenticeship providers (Dorset Council, Dorset County Hospital), as regional and national HE providers.

#### **Destinations of our pupils**

Last year our year 11 pupils moved to range of providers in the local area after school: (Sept 24)

- Sixth Form at THS 50.9%, Weymouth College 27.1%, KMC 8.4%, Yeovil College 3.3% Others 7.0%

Last year our year 13 pupils moved to range of providers in the local area after school:

75% went into HE around the country via UCAS of which 14 were placed in Dorset Colleges or universities.

## Management of provider access requests

### Procedure

A provider wishing to request access should contact Kat Jones, Careers Development Manager, [KJones@thomas-hardye.net](mailto:KJones@thomas-hardye.net)

### Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 8</b>	Overseen by middle schools	Overseen by middle schools	Overseen by middle schools
<b>Year 9</b>	Volunteering assembly in year 9. Yeovil College assembly	<b>Careers Fair - STEM</b>	
<b>Year 10</b>	Post 16 technical education options assembly	Work Experience Window Post 16 technical education options assembly	Technical/vocational tasters at local college/s, training providers. Meeting with careers advisor Parents evening with local FE providers
<b>Year 11</b>	Meeting with careers advisor Post 16 technical education options assembly with Weymouth College and Yeovil Further Education College. Taster days at THS, WC and KMC <b>Careers Fair</b> <b>Mock Interviews</b>	Parents evening with local FE providers	
<b>Year 12</b>	HE talks by Cardiff Met, Oxford and more.	Post 18 assembly – with higher and degree apprenticeship providers Small group sessions: future education, training and employment options (Business, Psychology and Law)	<b>Mock Interviews</b>
<b>Year 13</b>	Post 18 assembly – with higher and degree apprenticeship providers.		Confirmation of post-18 education and training destinations for all pupils

### Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity, where possible. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all pupils at lunch and break times.

## **Complaints**

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

## **Approval and review**

Approved [date] by Governors at Curriculum and Standards Committee

Next review: [date]

Signed: [name] Chair of Governors

[name] Head teacher