



Bishop Fox's

High Standards & High Expectations

CAREERS EDUCATION AND GUIDANCE CURRICULUM POLICY

No 2.19

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Reviewed by SLT: Nov 2017**

CAREERS EDUCATION AND GUIDANCE CURRICULUM POLICY

POLICY STATEMENT

Careers Education and Guidance prepares students for the choices, changes and transitions affecting their future education, training and life as adult members of society.

Our aim is to prepare young people to:

- be aware and make choices about their continuing education, training, career opportunities and plan their career path (Career Action Plan)
- deal effectively with transitions to new roles and situations
- understand themselves better, assess their strengths and weaknesses, interests, aptitudes, attitude and values

ENTITLEMENT

All students can expect to receive:

- a programme of Career Education and Guidance
- a period of Work Experience/work related activities
- access to the Careers Information Workshops
- Careers Education Advice and Guidance through carers consultations
- support from their Tutor, Year Head and Careers Co-ordinator regarding Careers Education and Guidance
- A Careers Action Plan
- Support for vulnerable learners via transition panel.

IMPLEMENTATION

The Careers Education and Guidance programme is delivered through the Personal and Social Education programme, and where appropriate through Curriculum subjects and Curriculum Days. The Careers Education and Guidance provision will be measured against the Gatsby measures to identify strengths and areas for development.

Access of providers of post 14, 16 and 18 Education and training

Bishop Fox's provides opportunities for students to have access to a range of Post 14, 16 and 18 providers.

The school organises presentations, visits, workshop and a careers fair to ensure all post 14, 16 and 18 providers have access to enable them to provide careers information to enable students to make informed decisions. An annual programme is produced.

This access is organised through:

Assembly talks

Lunchtime drop-ins

Lunchtime stands

Attendance at parents' evenings

Attendance at raising achievement evenings in Year 10 and 11

Attendance at Academic tutoring

Careers Fair during curriculum day

Presentations and workshops during curriculum days and PSHE lessons.

KS3

Understand themselves and develop their capabilities

- consider their personal qualities and skills
- reflect on their interest in particular work roles and activities
- develop key skills and capabilities
- develop career management skills including self-reliance and self-Presentation

Investigate careers and opportunities

- investigate the knowledge and skills which people need at work
- use occupational and labour market information to investigate opportunities
- consider the changing patterns of work and careers
- investigate social and moral issues at work
- develop ways of organising information about work

Implement their career plans

- make decisions concerning their own learning and curriculum at KS4 and beyond
- use action planning and the recording of achievement to support their career development
- seek and use information and guidance to shape their plans

KS4

Understand themselves and develop their capabilities

- assess their personal qualities and skills
- clarify and discuss their values, attitudes and preferences in relation to work
- develop key skills and capabilities
- develop career management skills, including self-reliance and self-presentation
- find out about post-14 choices of education

Investigate careers and opportunities

- investigate the knowledge and skills which people need at work and the methods used to assess these
- use occupational and labour market information to investigate opportunities
- consider the changing patterns of work and careers
- investigate social and moral issues at work
- develop ways of organising information about work
- find out about post-16 choices of education, training and work

Implement their career plans

- use the results of self-assessment in their career planning
- make decisions concerning their own learning and curriculum
- use action planning and the recording of achievement to support their career development
- seek and use information and guidance to shape their plans

MONITORING AND EVALUATION

Monitoring procedures will provide evidence about the quality of Career Education Guidance provision and its impact on students. Regular review of Careers Education and Guidance lead by a DHT through:

Lesson observations/learning walks of PSHE/Careers input

Student voice

Parent voice

Review of destination figures

Student action plans including Careers Action Plan

Work Experience reports and staff feedback

Questionnaires with adults from the local community including Colleges, training providers, and Business/Industry links