

# High Tunstall College of Science



Inspire | Support | Achieve

## Careers Education, Information, Advice and Guidance Policy

Revised	-	December 2020
Stakeholder Consulted	-	Student Welfare & Admissions Committee
Review Date	-	December 2021
Responsibility for Review	-	Careers Lead

### **COVID-19**

Due to current restrictions surrounding COVID-19 some careers events are unable to take place. Where possible events will be held virtually until restrictions are lifted and events are safe to take place as they were originally intended.

# Contents

## [Statement of intent](#)

1. [Key roles and responsibilities](#)
2. [Statutory duties](#)
3. [Additional provision](#)
4. [Methods](#)
5. [Curriculum](#)
6. [Targeted support](#)
7. [Auditing](#)
8. [Information sharing](#)
9. [Monitoring and review](#)

## Appendices

- a) Gatsby Report Benchmarks
- b) Year 10 Careers Questionnaire
- c) Year 11 Careers Questionnaire
- d) Careers Programme Information

## **Statement of intent**

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, 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" which was updated October 2018. This policy strives to cross link with The Good Career Guidance Report by Gatsby which contains the Gatsby Benchmarks of Good Career Guidance, a copy of which is on appendix A.

The main aims of careers provision at High Tunstall College of Science are to:

- Prepare students for life post-education.
- Develop an understanding of different career paths.
- Develop an understanding of the differences between college and work.
- Inspire students to chase and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving college.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

## **1. Key roles and responsibilities**

- 1.1. The governing body has overall responsibility for the implementation of the Careers Policy at the college.
- 1.2. The governing body has overall responsibility for ensuring that the Careers Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy as outlined in the college's Complaints Policy.
- 1.4. The careers curriculum is managed by the careers lead.
- 1.5. The careers lead is responsible for the day-to-day implementation and management of the Careers Policy at the college.

## **2. Statutory duties**

- 2.1. High Tunstall College of Science ensures that all registered students are provided with independent and impartial careers advice and guidance from Year 8 to Year 11.
- 2.2. The college's careers strategy is shaped by the needs of individual students, and, therefore, developing a strong dialogue with students is at the heart of the policy. This is in line with the third benchmark in The Gatsby Report.
- 2.3. The college will ensure that the independent careers advice provided:
  - Is presented impartially.
  - Is given in the best interest of the individual student receiving the guidance, taking into account their personal aspirations and needs. This is in line with benchmark eight of The Gatsby Report.
  - Consists of a wide range of information on the availability of further education and training options, including apprenticeships and vocational pathways.
  - The college's careers office is centrally placed within the library where students can access information all day.
- 2.4. The college will make it clear to students that they will be required to continue studying GCSE English and maths post-16 if they do not achieve a grade 4 or better at GCSE in these subjects.

- 2.5. The college will make it clear to students that although they must remain in education or training beyond the age of 16, they are not required to stay in college.
- 2.6. The college will also ensure that students 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.
- 2.7. The college will ensure that the opportunities created by studying STEM subjects are particularly emphasised for female students, who are statistically much more likely to limit their careers by dropping STEM subjects at an early age.
- 2.8. The college will ensure that opportunities for students to develop an entrepreneurial spirit are accessible, e.g. through the Careers and Enterprise Company and Local Authority.
- 2.9. The college will ensure that both high attaining students and those with special educational needs and disabilities (SEND) are supported to make an informed choice about whether to aim for university or an equally high calibre apprenticeship.
- 2.10. Students will be made aware of extra-curricular opportunities, such as the National Citizens Service, that will help them achieve their careers aspirations.

### **3. Additional provision**

- 3.1. Students will be surveyed about their career ambitions to help identify their strengths and to ensure that their aspirations are built on a solid foundation of understanding. This will be done through emails using Microsoft forms/surveys. An example is given in appendix B and C.
- 3.2. In addition to the college's statutory duties, the college provides a range of additional careers activities:
  - Visits to local post 16 colleges
  - Visits to career fairs
  - Visits to STEM universities and Local Universities such as Durham and Teesside
  - Inviting employers and post 16 providers in to inform students of post 16 options.
  - Local businesses are encouraged to take part in careers events such as Mock interview days, Careers speed dating, our annual careers fair and also to engage with faculties to help share good practice and how subjects are used and relate to the work place.

- Local businesses are also invited in to take part in extra-curricular activities. This links with benchmarks four, five and seven in the Gatsby Report.
- HTCS also has signed up to Grofar, a system to track students encounters within careers settings so students can identify what they have engaged with.
- The college has strong links to local employers who provide mentoring and support. Over 50 companies have offered support in events. The college are also linked with Business in the Community, this links with benchmark five of the Gatsby Report.

3.3. The college organises annual trips and advertises the following careers fairs:

- Entering the workforce careers fair held at High Tunstall College of Science
- Tees Valley Skills Event
- Middleton Grange Careers fair sponsored by the Local Authority
- The college also takes students on visits to local companies where they can have experience of the work place.
- We also invite employers in to give talks and/or mentor students where their interests link.

This is in line with benchmark five and six of the Gatsby Report.

3.4. The college has links to the following local colleges, universities and training providers:

- Hartlepool sixth Form college
- Hartlepool College of Further Education
- East Durham College
- Middlesbrough College and STEM centre
- Northern School of Art
- English Martyrs Sixth form
- Stockton Riverside College
- Houghall College
- Askem Bryant College
- TTE
- NETA.
- Durham University
- Teesside University
- Northumbrian University
- Herriot-Watt University Edinburgh
- Sunderland University
- Newcastle University
- Stirling University

This is in line with benchmark seven in the Gatsby Report.

## **4. Methods**

4.1. High Tunstall College of Science will use the following methods to deliver a strong, well-rounded careers provision:

- Providing a range of opportunities that enhance the curriculum.
- Promoting awareness of the world of work.
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement, including those that are often portrayed as primarily for one or other of the sexes, e.g. encouraging girls to pursue STEM-related careers.
- Promoting awareness and understanding of work, industry, the economy and community.
- Relating skills, attitudes and knowledge learned in college to the wider world.
- Developing students' personal and social skills to relate to the world of work.
- Providing informed independent and impartial guidance. In line with benchmark eight of the Gatsby Report.
- Enabling students to make considered decisions with regard to future choices.
- Maintaining and developing effective links with key partners, post 16. Preparing students for the transition to further education (FE) or employment with training.
- Helping students with basic career management such as CV writing, CV building, job searches and job interviews.
- Visiting open days at further and higher education institutes.
- Providing access to online creative resources and labour market intelligence. This is in line with benchmark two of the Gatsby Report.

4.2. The college will deliver a careers curriculum at each key stage. This is in line with benchmark one of the Gatsby Report. A Careers Programme Information is issued to students (Appendix D).

4.3. The college will provide cross-curricular links to careers in other subjects. This is embedded with the college within each faculty linking with benchmark four of the Gatsby Report.

4.4. Schemes of work will recognise the importance of careers. Again this links with benchmark four of the Gatsby Report.

## **5. Curriculum**

- 5.1. Each year group will undertake at least one hour of dedicated careers classes each month. In line with benchmark one of the Gatsby Report. These will include:
- A set careers programme is rolled out over all year groups. KS3 will work on exploring careers and job roles and where these can be found in town they live in. They will also learn about the skills that employers are looking for and how to develop these skills in their daily life. Local employers are invited in to share their career path and talk about their companies giving students information on certain career areas.
  - KS4 will be more specific to career choices from information gathered in KS3, use of online careers advice, visits to career fairs, visits to post 16 establishments and individual career guidance. Full Careers Programme is available. (Appendix D)
- 5.2. Each subject curriculum will link to FE and/or careers in that area. This is in line with benchmark four of the Gatsby Report.
- 5.3. Schemes of work will recognise the importance of careers.

## **6. Targeted support**

- 6.1. The college will work closely with the LA to identify students who are in need of targeted support, or who are at risk of not participating in post-16 education/training.
- 6.2. In collaboration with the LA, the college will establish ways of referring identified students for intensive support from a range of education and training support services available locally.
- 6.3. The college will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.
- 6.4. The college will work closely with the LA and local post-16 education and training providers to support with post-16 participation costs, such as care leavers or those entitled to free school meals (FSM).
- 6.5. The college supports the vision that all students with SEND are capable of paid employment, with the right preparation and support.

- 6.6. The college will ensure that they support students with SEND in developing the skills, qualifications and experience needed to pursue their careers.
- 6.7. Independent and impartial advice provided to students with SEND will include all the education, training and employment opportunities available to them.
- 6.8. The college will provide advice on post 16 providers with programmes that will support a student with SEND in their transition into paid employment – this includes support internships for students with education, health and care (EHC) plans.
- 6.9. For students with EHCs, the college will ensure that these plans, from Year 9 at the latest, include a focus on preparing for adulthood, including employment, independent living and participation in society.

## **7. Auditing**

- 7.1. The careers lead will liaise with heads of departments on an annual basis, in order to evaluate and audit the college's careers provision, having special consideration for the three aspects of quality assurance:
  - The quality of the college careers programme.
  - The quality of independent careers providers.
  - The quality of careers professionals working with the college.
- 7.2. The college will take account of feedback from students, parents/carers and link employers engaged in our careers activities, as well as data from the DfE's destination measures, as part of this evaluation.
- 7.3. The college will use the outcomes of our audit to identify areas for improvement, with the ultimate aim of creating a careers programme sufficient to meet the standards necessary to achieve a Quality in Careers validated quality award.

## **8. Information sharing**

- 8.1. The college will provide the LA support services with relevant careers-related information about all our students, including:
  - Students' names, addresses and dates of birth.
  - Other information that the LA requires in order to support the young person to participate in education or training and to track their progress, including information to help identify those at risk of not being in education, employment or training post-16.

## **9. Monitoring and review**

- 9.1. The governing body, in conjunction with the headteacher and careers lead, will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training.
- 9.2. The careers lead will make any necessary changes to this policy, and will communicate these to all members of staff.

## Gatsby Benchmarks (Appendix A)

<p><b>1. A STABLE CAREERS PROGRAMME.</b></p>	<p>Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>
<p><b>2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</b></p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>
<p><b>3. ADDRESSING THE NEEDS OF EACH STUDENT.</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and Support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>
<p><b>4. LINKING CURRICULUM LEARNING TO CAREERS</b></p>	<p>All teachers should link curriculum learning with Careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>
<p><b>5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES.</b></p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>
<p><b>6. EXPERIENCES OF WORKPLACES.</b></p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>
<p><b>7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION.</b></p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>
<p><b>8. PERSONAL GUIDANCE</b></p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>

## Year 10 Careers Feedback Questionnaire (Appendix B)

# Year 10 careers feedback

What will your last year be like?

1. Have you made a decision about your future career yet?

- Yes
- No
- Still not sure

2. Do you understand the study choices available to you when you leave?

- Yes
- No
- Maybe

3. Have your careers sessions helped? Include work experience and visits

- Yes
- No
- Maybe

# Year 11 Careers Feedback Questionnaire (Appendix C)

## Plans for your future

Careers survey - Life After High Tunstall

1. Do you know the choices available to you when you leave school?

- Yes
- No
- Maybe

2. What kind of career/job appeals to you at the moment? Please give reasons why.

3. Did you get information and support about Careers and choices during your time at HTCS

- Yes
- No
- Maybe

4. Please select your intended destination when leaving here.

- Study for A levels/B tech at a sixth form
- Vocational course at a college of Further education
- Apprenticeship.

5. What motivated you the most in your career choices?

6. Are you now inspired/motivated to do well in your future career/education

- Yes
- No
- Maybe

# Careers Programme Information (Appendix D)

## Careers Programme Information

<b>Career Lead</b>	Trish Thompson
<b>Address</b>	High Tunstall College of Science West Park Elwick Road Hartlepool TS26 0LQ
<b>Email</b>	<a href="mailto:tthompson@hightunstall.hartlepool.sch.uk">tthompson@hightunstall.hartlepool.sch.uk</a>
<b>Telephone</b>	<b>01429 261446</b>

## Careers Programme Summary

At High Tunstall College of Science our Careers Programme is delivered through PSHCE lessons and assemblies. Students are encouraged to have high aspirations by exploring future pathways and developing the skills needed to be successful in the workplace. We encourage students to use the U-Explore Start website to assist with where their skill set is best suited, explore different careers and to track any actions they need to take to help them to pursue careers they are interested in. For those students who struggle to identify a career pathway we have a fulltime onsite independent Careers adviser/ Lead, fully trained to Level 6 in careers guidance, who is also a professional member of the CDI. The Careers Lead works independently to identify students' skills and interests.

High Tunstall's Careers Programme is designed to support students with the key decisions they need to make at each stage of their college journey to ensure they are developing the skills and attributes needed to be successful employees in the future.

### **Year 7 Main Focus**

Students should:

- Be able to question themselves and others about the career paths available to them and the influences behind their aspirations.
- Be able to explore, using a number of resources, areas of potential interest in terms of career pathways (via class discussions and research).
- Be able to identify which skills and qualifications are required for certain career pathways as outlined in the Tees Valley Careers framework.
- Become aware of the skills unique to them and their own personal strengths, interests and influences.
- Become aware of the connections between their individual capabilities and interests and their aspirations.
- Recognise that the skills they require can be developed over time through training, education and life experience. These skills are:
  - Problem solving skills
  - Communication skills
  - Leadership skills
  - Presentation skills
  - Organisational skills
  - Decision making skills
  - Time management
  - A positive attitude
  - They will also be introduced to the laws within the work place regarding discrimination and equality through PSHE lessons.

### **Year 8 Main Focus**

Students should:

- Be able to identify the skills and qualifications they need to pursue their interests.

- Consider how they are preparing themselves for future employment and the importance of developing a range of skills.
- Become aware of the connections between their individual capabilities and interests and their aspirations.
- Recognise that the skills they require can be developed over time through training, education and life experience.
- Understand about Labour Market Information and how work is changing.
- Understand about what work life is like and what it takes to be successful in the workplace. They will also cover readiness for careers in PSHE lessons

## **Year 9 Main Focus**

Students should:

- Understand Labour Market Information and how it affects the world of work.
- Be able to confidently explain different career paths and the different skills and qualifications they need to pursue different areas.
- Be able to make options choices based on future career aspirations.
- Be able to explain how they are preparing themselves for future employment.
- Be able to identify where the gaps are between their individual capabilities and interests and their aspiration careers and suggest ways to close these gaps.
- They will also cover topics such as subject options, employment, money management, finance and Careers, goal setting in PSHE lessons

## **Year 10 Main Focus**

Students should:

- Be aware of the different pathways available to them at post-16 and how these relate to different careers paths.
- Be able to explain the major employment sectors in the UK and the local area and how different industries include multiple career pathways.
- Understand Labour Market Information for both the local area, the wider Tees Valley area and nation wide.
- Be able to identify where they meet employability skills and qualifications to use in applications.
- Be able to identify where the gaps are between their individual capabilities and interests and their aspiration careers and suggest ways to close these gaps.
- Be able to construct a CV and talk about it confidently.
- Be aware of what makes a good and bad interview.
- Be able to explain what they need to do to prepare for an interview.
- Be able to understand employment law and the rights of workers

## **Year 11 Main Focus**

Students should:

- Be aware of the different pathways available to them at post-16 and how these relate to different careers paths.
- Be confident in choosing appropriate pathways at post-16 to enable them to pursue their aspirations and realistic careers.
- Be able to identify where they meet employability skills and qualifications to use in applications.
- Be able to complete an application form and construct a CV that is fit for purpose.
- Develop interview skills.

We also offer a wide range of opportunities for students to interact with employees virtually from a range of companies and encourage guest speakers to forward virtual presentations to inform our students about their chosen careers. We are fortunate to be sponsored this year through the Tees Valley Combined Authority and work closely with Mark Rycraft Manager of Middleton Grange Shopping centre who is the new business advisor for High Tunstall College of Science. Working together with the College helping to forge links with businesses and make the most of their

employment expertise. We have strong links with the University of Teesside and North Tees Hospital and have run visits to these workplaces for our students in the past and will do again when things return to normal.

**External virtual information:** All students in Year 10 have had the opportunity to virtually visit several colleges and sixth forms to experience different routes into further education leading ultimately into the world of work. They have also been sent 5 virtual experiences of the work environment during work experience week. Students in Year 11 are encouraged and supported to register for the NCS summers school, this experience includes 4 days away from home, 3 days learning skills for their future and 30 hours of social action on an issue the students feel passionate about. Students experience exhilarating outdoor activities, and develop the skills they need for their future and meet amazing new people at the same time.

As soon as it is possible students will also partake in 'mock interviews' with external agencies and companies to help prepare them for the future.

Measure and Monitoring the development of CIEAG across the college is the responsibility of the Leadership Team and will be co-ordinated by the Careers Lead, Mrs Thompson. The assessment of Careers Education and Guidance Improvement Plan will be developed and updated on an annual basis and will drive the work of CIEAG in any one particular year. Feedback on the student's quality of CIEAG provision will be gathered from a variety of stakeholders including: students, Employers, PSHE tutors and stakeholders. The college will take an audit every term on Compass plus to measure their progress against the Gatsby benchmarks. Results of this audit will be published on the college website.