



# Harlington School Careers Policy Statement

## **Title: Harlington School Careers Policy Statement**

### **Introduction:**

In Harlington School, we believe that a young person's career is their pathway through learning and work. We accept that all young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave and as such as a school we actively seek to fulfil this need. The 1997 Education Act places a duty on schools to give students in Years 9-11 access to careers education, information and guidance. The school's career intentions are based on the Gatsby benchmarks which is accepted as outstanding practice.

### **Commitment**

Harlington School is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-13 in partnership with CER (current provider), the Careers and Enterprise Company, employers and alternative providers.

### **Access to Alternative Providers – 'Baker Clause'**

This policy statement sets out Harlington School's arrangements for managing the access of providers to students 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 and all new statutory obligations regarding access to alternative providers. The Baker Clause came into force for schools and colleges in England on the 2nd January 2018. As an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships.

The Department for Education (DfE) has updated the Statutory guidance for schools and sets out expectations for compliance, which include:

1. Schools must act impartially and not show any bias towards any route, be that academic or technical.
2. Schools should promote the full range of technical options. Schools must open their doors to other education and training providers, providing a range of opportunities for providers to talk to all year 8 - 13 pupils about their offer.
3. Pupils should be aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications.
4. Schools should make every effort to improve their performance against the 8 Gatsby Benchmarks.
5. Governing bodies and senior leaders should review their arrangements for provider access and prepare and publish a policy statement on the school website.

We have adopted the Gatsby Benchmarks as a guide to planning our Careers programme. As part of our commitment to informing our students of the full range of learning and training pathways on offer to them, we organise a careers fair where providers are given access to speak to our students and to carry out workshops for years 8-13 and since 2019 this now includes year 7. This is an annual event at Harlington. At Harlington, our intention is for all our students to be well informed about careers and be able to make choices that will enable their future careers. Other opportunities for providers to speak with students may include school assemblies,

employer mentoring, work placements, employer and provider engagement events.

**Development** – This policy was developed and will be reviewed annually through discussions with the Governing body; the school’s personal adviser, advisory staff and other external partners. In addition, we have devised development activities that will provide a range of outstanding opportunities for the young people in our care to experience the world of work.

### **Implementation**

A named teacher will be responsible for co-ordinating the careers programme. The co-ordinator will work closely with the school’s careers adviser (currently from CER) and be responsible to the member of SLT – Mrs K Stephens. Student guidance will continue to be managed through the school’s Guidance Forum led by the CER co-ordinator. Work experience will be planned and implemented by the work experience co-ordinator in conjunction with the careers co-ordinator.

### **Summary of Provision**

We implement a wide-ranging whole school careers strategy based upon the Gatsby benchmarks. Students in Year 7 have ‘soft’ experience of an employer through STEM activities and ‘Hour of Code’ delivered by local IT company Rackspace. The majority of our careers education takes place from Year 8 onwards and culminates in a one week work experience placement during Term 2 of Year 12.

\*Work experience takes place in Year 12 as this is a statutory requirement set out by the Government as part of KS5 Learning Aims.

- All students meet with the advisor in Year 9 as part of small group workshops to help enable them to make decisions concerning options choices
- All students have one to one meetings with the advisor during Key Stage 4 to help them explore Post-16 avenues.
- All students have access to the advisor during parents’ evenings for years 9, 10, 11 and 12/13.
- All students have access to the advisor on both GCSE and A level results days.
- We intend to devise additional opportunities for students to visit work places with a view to understanding careers in those fields of work.

All students from years 7 to 13 attend an annual careers fair in January. This features around 30 exhibitors drawn from local and national employers, apprenticeship and training providers, colleges and universities. Owing to Covid limitations during 2021-22 academic year, this event was moved online and accessed by all students in years 7 to 11.

### **Covid Limitations**

Due to Covid limitations, no visits or visitors have been permitted in the school. Unfortunately, this has had a significant impact on careers provision. In view of these restrictions, we have provided the following alternatives:

- Provided links to virtual websites for students and parents to access for careers support
- Provided access to the careers adviser by telephone for parents and students
- Shared various subject related career online events with teachers/ subjects’ leaders/ pupils
- Provided access to Online options talks
- Continued to provide 1:1 careers advice for vulnerable students and those who request it
- Continued to meet with year 11 students for 1:1 interview when school is open

### **Staffing and Staff development**

All staff are expected to contribute to the careers education and guidance programme through their roles as

tutors and subject teachers. Careers education is planned, monitored and evaluated by the careers co-ordinator in consultation with the personal adviser. A specialist personal development team, including form tutors, deliver it. The CER personal adviser provides specialist careers guidance. Administrative support is available to the careers co-ordinator as resources allow. Free training will be sourced for the Careers lead to become highly skilled with Ambition School Leadership or the Teach First organisation. Mrs Stephens is currently enrolled on the Teach First Careers Leader programme due to be completed in July 2022.

**Curriculum**

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities, work-related learning (including work experience), action planning and recording achievement. Careers lessons are part of the school’s Personal Development programme. Other focused events, e.g. a Careers Fair are provided annually. There is an extensive programme of careers activities available to students from years 7 to 13. Work experience preparation and follow-up take place in pastoral time and other appropriate parts of the curriculum. Teaching staff visit students during work placement week.

**Partnerships**

An annual Partnership Agreement is negotiated between the school and the CER Service identifying the contributions to the programme that each will make. This careers provision agreement is currently ‘out for tender’ to ensure best value for money as part of the annual review. Other partnerships are being developed, e.g. with the Careers & Enterprise Company and also ‘Work Experience Partnerships’ who provided some of our work experience placements during 2021-22. We are also developing partnerships with RWC (Reliance Worldwide Corporation) who are providing support (both financial and student activities) for students at Harlington School.

**Resources**

Funding is allocated in the annual budget planning round. Funding for developments in the school’s improvement plan are considered in the context of whole school priorities. Sources of external funding are actively sought.

**Monitoring, review and evaluation**

A careers development plan which is in-line with the school development plan is place. Through it, the actions are reviewed regularly and amended accordingly. This is a working document. The Partnership Agreement with CER is reviewed annually. The programme will be reviewed annually by the careers leader and the CEIAG adviser using Gatsby benchmarks to identify desirable improvements.

**Approvals and Signatures:**

Headteacher:

Date of Approval

Chair of Governors:

Date of approval by Governors

Date of next annual review : 01.06.23

Date of this briefing 01.06.22

## The Gatsby Benchmarks

## Appendix 1

<b>1. A stable careers programme</b>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<b>2. Learning from career and labour market information</b>	<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>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<b>3. Addressing the needs of each student</b>	<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>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	<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>	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>

<b>5.Encounters with employers and employees</b>	<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>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</li> </ul>
<b>6.Experiences of workplaces</b>	<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>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	<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>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8.Personal guidance</b>	<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>	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

## Overview of Careers Provision

Specific providers may change depending on current offers from external agencies.

Year 7	1 x STEM event; Engineering: Bloodhound rocket powered car. Year 7 spend two sessions facilitated by representatives from the Royal Air Force. They are first asked to design and construct a rocket car and then they test their designs. This includes a talk about careers in engineering and careers in the Air Force.	5
	Hour of Code (Rackspace); Computer Science sessions	5
	Careers Conference	4,5
	Visual Displays – Posters around school	
Year 8	Careers Conference	4,5
	Careers guidance programme built into weekly PSHE sessions	4, 2
	Attendance at annual careers fair	5, 7
	Guidance from impartial careers advisor; <i>Small group sessions</i> <i>One to one access at options evening</i> <i>Opportunity to book personal guidance session; Student/Parent/Advisor</i>	8
	Options evening	3, 4, 8
	1 x STEM event; Tomorrow's engineers: Energy Quest	5
	Trade Unions workshop	5
Year 9	Attendance at annual careers fair	5, 7
	1 x STEM event; Target Mars	5
Year 10	Attendance at annual careers fair	5, 7
	Guidance from impartial careers advisor; <i>All students have at least one session with the advisor</i> <i>One to one access at parents evening</i> <i>Opportunity to book personal guidance session; Student/Parent/Advisor</i>	8
	Aspirations day; Selected students who may need some additional support in acquiring appropriate skills attend an employability skills and apprenticeship session run by Job-centre Plus	2, 3, 5
Year 11	Attendance at annual careers fair	5, 7
	Access to Heathrow careers fair	5, 7
	Careers guidance programme built into weekly PSHE sessions	2, 4
	Guidance from impartial careers advisor;	3, 4, 8

	<i>All students have at least one session with the advisor One to one access at parents evening One to one access on results day Opportunity to book personal guidance session; Student/Parent/Advisor</i>	
	Year 11 into 6 <sup>th</sup> Form Open Evening Attendance of careers adviser at Open evening <i>Opportunity to book personal guidance session;</i>	3, 4, 8
Year 12/13	Attendance at annual careers fair	5, 7
	Open day visit; All Year 12 visit a university open day en-masse during the summer term	7
	Aspirations day; Selected students taken to Kingston University	7
	Year 12 Induction; Team building event facilitated by The Army (includes sessions on career paths in The Army)	7
	Futures Day; Careers, employability skills, apprenticeships, gap year opportunities	2, 4, 5, 7
	The Skills Show; All Year 12 students visit the largest UK careers fair in the UK at the NEC, Birmingham	5, 7
	Careers guidance and Higher Education programme built into weekly PSHE sessions	2,4
	Work experience; All students in Year 12 undertake one week of work experience	6
	Interview skills day; All students in Year 12 attend a one day session on interview skills	3
	Guidance from impartial careers advisor; <i>All students have at least one session with the advisor One to one access at parents evening One to one access on results day Opportunity to book personal guidance session; Student/Parent/Advisor</i>	8
	Year 12 Induction; Problem solving day facilitated by The Army	5
Further to these whole year-group activities there are a wide range of careers-related activities that take place involving individuals and groups of students.		
Please refer to the document 'Harlington School Careers Map' for a more detailed overview of all Careers and Higher Education Information, Advice and Guidance.		

## **Introduction**

This document 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 7-13 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.

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

A provider wishing to request access should contact:

Mrs Kathryn Stephens, Assistant Headteacher - Careers Lead  
Telephone: 0208 569 1610  
Email: [kstephens@harlingtonschool.org](mailto:kstephens@harlingtonschool.org);

Ms T Morris, Careers Adviser (normal working days – Monday, Tuesday, Thursday)  
Telephone: 0208 587 3637  
Email: [tmorris@harlingtonschool.org](mailto:tmorris@harlingtonschool.org)

## **Opportunities for access**

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Map which can be seen on the school website. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their Parents. The school policy on Child Protection sets out the school's approach to allowing providers into school as visitors to talk to our students.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.



Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed as appropriate.

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