

# Silverdale School

## Careers Policy

**Created:** April 2018

**Next review:** February 2020

**Author:** C Ponsford

**Date ratified by Silverdale SLT:** April 2018

**To be ratified by Silverdale LGB:** July 2018

**Date ratified by Chorus Trustees:** xxxxxx



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**Chorus Education Trust**

*This document is designed to provide staff guidance, expectations and standards operated in the Trust/School. It is intended as a reference document to enhance and support existing key policies and procedures for the safe and effective running of the Trust school sites. If staff are unclear what is expected of them they should speak to their line manager. Failure to adhere to the Trust's key policies and procedures may lead to disciplinary action.*

***All trust staff (including supply staff and trainees) are accountable for the way in which they exercise authority, their professional judgement, manage risks, use resources and protect pupils, themselves and others from avoidable harm.***

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## Careers Policy Statement

Our Careers Policy is outlined below.

It is endorsed by the Local Governing Body (LGB), who accept full responsibility for these issues, and require all employees to help in complying with our legal and moral duties. The LGB accept the delegated overall responsibility for all operational matters within the organisation.

This Policy applies to Silverdale School.

**Signed:** .....

**Date:** xxxxx

**Jon Mordecai, Chair of the Local Governing Body**

## 1. Purpose

Silverdale School is committed to career learning and development and it intends to fulfil its statutory obligations. It supports the school's overall vision and is linked to the School Improvement Plan. Governors and senior leaders have a key role in developing and approving the policy and this process ensures a high profile and a secure place for CEIAG within the school curriculum.

## 2. Commitment

The School is committed to providing all its students with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance.

It is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies.

Silverdale School is committed to gaining The Sheffield Quality Standard for Careers Education, Information, Advice and Guidance.

## 3. Management

This area is supported by a link governor. A senior leader has strategic responsibility for CEIAG, Mr Chas Ponsford, Head of School. He has oversight of the Careers Leader(temporary), Mrs Claire Daughtry. Work experience is planned and implemented by the Careers Leader. The school has responsibility for securing its external careers guidance service, and engages the services of an Independent Careers Guidance Adviser, Mrs Helen Elmore, through Sheffield Futures, for 2 days per week.

The senior leader will ensure staff who deliver CEIAG have access to relevant training.

The senior leader and Careers Leader will review and evaluate the provision with all stakeholders including young people and the external IAG service, taking into account the school's destination measures.

## 4. Curriculum Provision

There is a planned programme of learning experiences with learning outcomes for Year 7 to Year 11 which enable young people to:

- Develop themselves through career and work-related education.
- Learn about careers and the world of work.
- Develop career management and employability skills.

## 5. Personal Provision

Elements of the above will require access to individual information advice and guidance through:

- internal staff, external visitors and mentors .
- external sources using relevant forums via websites, the National Careers Service<sup>2</sup> and specialist face to face careers guidance.

Silverdale is working towards ensuring that, in line with the Gatsby benchmark, every student has:

- At least 1 employer encounter a year, one of which will be with a STEM employer.
- Access to UCAS Progress to help explain the range of local options.
- One to one qualified guidance.
- High quality and accurate LMI related to the curriculum where possible.
- Inclusive approaches to delivering this to ensure fair and equal access.
- Higher education options delivered through a bespoke tutorial programme.
- Access to Post 16 Evenings that provide options across a range of academic and technical education providers .

We will secure additional access to face to face external specialist careers guidance as stated in the Education Act 2011 for our vulnerable students as defined by the school's governing body. Our students with Education Health and Care Plans are currently given one-to-one guidance by our Careers Advisor.

## 6. Resources

The School will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD opportunities and commissioning of external sources, such as a Careers Guidance Adviser.
- Adequate staffing.
- Student, staff and parental access to information on request and electronically.
- Designated space for individual, group and research sessions.

The Careers Leader is responsible for the effective deployment of resources. The Careers Hub is updated annually via the addition or replacement of relevant documents, books, software, pamphlets and posters.

ICT facilities are available in the Learning Resources Centre and in teaching rooms. This enables students to access the available software and interactive websites. These facilities provide opportunities for research into education, training and employment.

## **7. Partnerships**

The policy recognises the range of partners that support the CEIAG offer within our school. These include:

- Formal arrangements with our external provider of careers guidance and others.
- Liaison with post 16 providers and higher education institutions.
- Employers and training providers.
- Enterprise advisor.
- Parents and carers.
- Others specific to our school.

All pupils in years 8-13 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.

## **8. Approvals and review**

This policy is reviewed biannually in discussion with staff and external partners and key priorities for action are identified and included in the school improvement plan.