

HOLLAND PARK SCHOOL 2018 to 2019

POLICY | Careers guidance

STATUS | NON STATUTORY

PRINCIPLES

We aim to:

- support students in making informed decisions suitable to each individual regarding post-16 options;
- provide students with a balanced variety of experiences incorporating a wide number of potential pathways;
- encourage students to consider various routes to becoming aspirant and successful members of society;
- develop within students the characteristics required to be successful in their chosen pathways;
- prepare students for the transition to life beyond secondary school (higher education and employment)
- review the content and efficacy of careers guidance annually.

PUBLISHED	Website	✓	Pre-admission documentation		Student/Parent Planners		On Request	
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This policy is overseen by | **JOE HOLLOWAY** | SENDCO (DEPUTY HEAD DESIGNATE)

PRACTICE

1. Statutory requirements and recommendations

- 1.1 The careers provisions at Holland Park School is in line with statutory guidance developed by the Department for Education in accordance with Section 42A and 45A of the Education Act 1997.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf
- 1.2 This states that all schools should provide independent careers guidance from Years 8-13 and that this guidance should:
- be impartial;
 - include information on a range of pathways, including sixth form/college pathways, university options and apprenticeships;
 - be adapted to the needs of each individual student.
- 1.3 In addition, the school is compliant with the requirements regarding careers guidance stipulated by the Department for Education to be implemented from January 2018: 'Careers guidance and access for education and training providers.'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf
- 1.4 This states that schools should:
- use the Gatsby Charitable Foundation's Benchmarks (listed in the above document) to shape their careers provision and fulfill their legal duties;
 - meet each of the eight Benchmarks by the end of 2020;
 - ensure that a named, appropriately skilled and experienced Careers Leader has responsibility for careers provision alongside coordinated external support.
- 1.5 Access to students: circumstances and facilities.
- 1.5.1.1 All requests for access to students from education and training providers are to be directed to Joe Holloway, SENDCO (deputy head designate).
- 1.5.1.2 Requests will be considered on a case by case basis in line with the requirement that guidance offered is suitable for the individual needs of students.
- 1.5.1.3 The school's Leadership Team reserves the right to deny access to students if it deems that access is likely to interfere with the academic support of students.
- 1.5.1.4 Facilities made available to education and training providers given access to students will be determined on a case by case basis by the school's Leadership Team, dependent upon the needs of both providers and students.

2. Careers guidance

- 2.1 The school engages in the following partnerships as part of the provision of careers guidance for students.
- 2.1.1.1 EPIC CIC (<https://www.epiccic.org.uk/>) offers independent careers advisors who visit school regularly and at several important points throughout the year, including GCSE results day. Every Year 11 student is given the opportunity to meet with a careers advisor at least once during Year 10 and Year 11. Services provided include mock interviews for education and employment providers and impartial advice.
- 2.1.1.2 Founders4Schools (<https://www.founders4schools.org.uk/>) provides students with encounters with business leaders both from the local community and across the UK.
- 2.2 The following resources are among those utilised in the provision of guidance for students.
- 2.2.1.1 Barclays Life Skills (<https://barclayslifeskills.com/>).
- 2.2.1.2 World Skills UK (<https://www.worldskillsuk.org/>).
- 2.2.1.3 National Careers Service (<https://nationalcareersservice.direct.gov.uk/>).
- 2.2.1.4 Target Careers (<https://targetcareers.co.uk/>).
- 2.3 In addition to the above, all students have access to the following:
- a careers drop-in service;
 - weekly application and careers guidance provided as part of the school's PSHCE curriculum;
 - extra-curricular activities and visits designed to develop and broaden their understanding of academic subjects and the relevance of those subjects to the world of employment.
- 2.4 Students with Special Educational Needs or Disabilities (SEND) are supported in transitioning from one key stage to the next relevant to their individual needs as part of the support provided by the school's SEND department.
- 2.5 Students in receipt of Pupil Premium funding receive personalised support including additional appointments with careers advisors/the school's careers leader as necessary.

3. Measuring of impact

- 3.1 Attendance at all forms of careers provision is recorded and tracked so that students who do not engage with the provision can be targeted with appropriate guidance as necessary.

- 3.2 The school engages in student and parent voice initiatives to assist in gauging the efficacy of careers guidance.
- 3.3 The school registrar and attendance team attempt to ensure that all students departing school after Year 11 are contacted by the following October to confirm destinations.

4. Key contact

Information about the school's careers programme can be accessed through contacting the careers lead. The careers lead in school is:

Joe Holloway, SENDCO (deputy head designate)

joe.holloway@hollandparkschool.co.uk

02079081000