

COGNITA



Huddersfield
Grammar School
The whole child is the whole point

Careers Guidance Policy

September 2019

1 Introduction

- 1.1 The purpose of this policy is to provide details about our careers guidance programme.
- 1.2 The Department for Education (DFE) makes statutory guidance available on careers guidance. This does not apply to independent schools. However, this policy incorporates many elements of the statutory guidance in order to benchmark against the most effective practice.
- 1.3 This guidance applies to all pupils from Year 7.

2 Regulations

- 2.1 The statutory regulations relating to independent schools states that pupils receiving secondary education should have access to accurate, up-to-date careers guidance which:
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential.

3 Overview and oversight

- 3.1 Effective careers guidance enables pupils to be well informed, well supported, know where to find information and choose a career or next step which is right for them.
- 3.2 We view careers guidance as connecting learning to the future for our pupils. We aim to motivate our pupils by giving them a clearer idea of the routes to jobs and future careers that they will find engaging and rewarding. We believe that good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life.
- 3.3 The member of staff with responsibility for oversight of careers guidance is the Deputy Head (Character Development), Donna Holmes.
- 3.4 The delivery of the careers education programme is a shared responsibility of the staff team.

4 Elements of our programme

- 4.1 Our careers guidance programme is carefully planned and can be found in annex 1. Our guidance is intended to be woven into the educational programme and provide inspiration so that our pupils are empowered to make their own evidence based decisions.
- 4.2 Details of external resources for staff, pupils and parents can be found in annex 2.

5 Evaluation and review

- 5.1 It is the responsibility of the Headmaster with the staff responsible for oversight to keep the programme under review.

- 5.2 The proprietor will evaluate the impact of the programme through a range of methods including discussion with students, discussion with staff and scrutiny of key data.

Annex 1: Careers Programme

<p>Years 7-8</p>	<p>Every pupil participates in 12 interviews with their Form Tutor over this two year period, each time completing a self-assessment tracking tool which includes the setting of three SMART targets to enhance areas of strength, address areas of weakness and further develop character. The success of each individual child in meeting their targets is self-evaluated at each subsequent interview.</p> <p>All pupils attend the annual the HGS Identity Speaker Programme, which forms part of the six annual Character Days. This features guidance from a range of high-profile personalities, such as the eminent psychiatrist Dr Aric Sigman, on the six enduring character traits that form the prerequisite for success in life (known in school as 'The HGS Identity'): inspiration; individuality; resilience; inclusivity; self-awareness and self-belief.</p> <p>Pupils also participate in a bespoke service leadership course, Leadership for a Better World, in which they further develop a range of leadership skills that they then put to use to support good causes.</p>
<p>Year 9</p>	<p>Self-assessment skills, through the continuation of the written recording process and interview system, are further developed as the pupils prepare to make GCSE options choices.</p> <p>The GCSE options process is outlined to all relevant pupils and parents through the distribution of a guidance booklet and discussions with both subject teachers, Form Tutors and careers guidance specialists at a specially convened Information Evening.</p> <p>A bespoke Character Day is held for Year 9 pupils to stimulate thought and investigation into their future careers options.</p> <p>All pupils attend the annual 'Be Inspired' Speaker Programme, which forms part of the six annual Character Days. This features guidance from a range of high-profile personalities, such as the eminent psychiatrist Dr Aric Sigman, on six enduring character traits that form the prerequisite for success in life (known in school as 'The HGS Identity'): inspiration; individuality; resilience; inclusivity; self-awareness and self-belief.</p> <p>Pupils also participate in a bespoke service leadership course, Be the Change, in which they further develop a range of leadership skills that they then put to use to support good causes.</p>
<p>Year 10</p>	<p>All pupils participate in an Enterprise Interactive Day towards the end of the Spring Term. The aim of the day is to focus on key life skills needed within the workplace, such as collaborative and leadership skills, creativity, commercial awareness, time management and presentational skills.</p> <p>The Year 10 Parents' Evening takes place in the Autumn Term, providing the opportunity for parents to discuss the suitability of options choices with subject teachers, Form Tutors and the Senior Leadership Team, particularly with reference to further and high education.</p> <p>All pupils are invited to take part in the Work Experience Programme, which takes place at October half-term.</p>

	<p>Pupils are expected to research and find their own Work Experience placement and, in doing so, are supported in constructing a CV, writing a letter of application and attending an interview. Alternatively, parents may pay a fee to enlist the support of Kirklees LEA in obtaining a suitable placement.</p> <p>To assist with this process, a guidance booklet is distributed by the school to both pupils and parents.</p> <p>All pupils attend the annual 'Be Inspired' Speaker Programme. This features guidance from a range of high-profile personalities, such as the eminent psychiatrist Dr Aric Sigman, on six enduring character traits that form the prerequisite for success in life (known in school as 'The HGS Identity'): inspiration; individuality; resilience; inclusivity; self-awareness and self-belief.</p> <p>Pupils also participate in a bespoke service leadership course, Be the Change, in which they further develop a range of leadership skills that they then put to use to support good causes.</p>
Year 11	<p>At the beginning of the school year, all pupils take part in the Cambridge Occupational Analysts (COA) Preview and Profile Questionnaires, which measure different abilities, key aspects of personality and the dexterity of the candidate. The aptitudes displayed by the individual are analysed and the report provides the pupil with a measurement of their own powers of reasoning in solving abstract problems that test verbal and numerical ability, perceptual ability in deciphering diagrams and pictures, spatial ability and mechanical ability. Personal interests are also taken into consideration and personality is measured with reference to mental agility, aptitude for forming new ideas and confidence in expressing the ideas.</p> <p>A follow-up interview is arranged with a specialist interviewer from COA and the report, which is given to each individual pupil, provides ideas on what further career research should be undertaken by the individual.</p> <p>The Year 11 Parents' Evening provides an opportunity for parents to discuss the suitability of subjects being considered for Sixth Form with subject teachers, Form Tutors and the Senior Leadership Team.</p> <p>Both Greenhead and New College attend school to provide information on Sixth Form choices and the applications process.</p> <p>An evening of Speed Interviews is arranged to develop individual interview skills, techniques and awareness, and is hosted by a range of external volunteers from a range of professions.</p> <p>Additional speakers may be brought in throughout the year to offer advice on the life skills that are now key for successful applications.</p> <p>All pupils attend the annual 'Be Inspired' Speaker Programme, which forms part of the six annual Character Days. This features guidance from a range of high-profile personalities, such as the eminent psychiatrist Dr Aric Sigman, on six enduring character traits that form the prerequisite for success in life (known in school as 'The HGS Identity'): inspiration; individuality; resilience; inclusivity; self-awareness and self-belief.</p>

Access to external, impartial advice

In addition to the work we undertake as part of our planned programme, we make pupils and parents aware of the following sources of information:

National Careers Service

<https://nationalcareersservice.direct.gov.uk> Tel: 0800 100 900

Labour market information

We actively encourage our pupils to access labour market information as this can help each pupil and their parent understand the salaries and promotion opportunities for different jobs. Labour market information (LMI) can be accessed from different sources. We signpost our pupils to the National Careers Service <http://www.lmiforall.org.uk>

Annex 2: Useful resources

Statutory guidance from DFE: Note that this is statutory for maintained schools and not for independent schools. It can be used as a useful source of information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

Gatsby Good Career Guidance: A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Gatsby Good Practice: A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Compass: A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.

<https://schoolshub.careersandenterprise.co.uk/login>

State of the Nation 2017: A report on the careers and enterprise provision in secondary schools in England in 2016/17. It examines how schools are performing in relation to the Gatsby Benchmarks, based on data from responses to the Compass tool.

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/state_of_the_nation_report_digital.pdf

Careers & Enterprise Company: The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.

<https://www.careersandenterprise.co.uk/>

Careers & Enterprise Company: Schools and Colleges. Connects schools to businesses volunteers and careers activity programmes.

<https://www.careersandenterprise.co.uk/schools-and-colleges>

National Careers Service: The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Baker Dearing Educational Trust: Information on University Technical Colleges.

<http://www.utcolleges.org/>

Career Development Institute: The Career Development Institute is the single UK-wide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.

<http://www.thecdi.net/>

Career Development Institute Framework for careers, employability and enterprise Education: A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.

http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf

UK Register of Career Development Professionals: The single national point of reference for ensuring and promoting the professional status of career practitioners.

<http://www.thecdi.net/Professional-Register->

Quality in Careers Standard: The Quality in Careers Standard is the national quality award for careers education, information, advice and guidance.

<http://www.qualityincareers.org.uk/>

Find an Apprenticeship: Search and apply for an apprenticeship in England.

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

LMI for All: An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.

<http://www.lmiforall.org.uk/>

STEM Ambassadors: A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings

<https://www.stem.org.uk/stem-ambassadors>

Studio Schools Trust: The organisation that unites all Studio Schools, acting as a linking point between Studio Schools, enabling the sharing of best practice as well as providing advice and curriculum support.

<https://studioschoolstrust.org/>

Unistats: The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective students.

<https://unistats.ac.uk/>

Your Daughter's Future: A careers toolkit for parents.

<https://www.gov.uk/government/news/your-daughters-future>

Careers Guidance Policy

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Simon Camby
Consultation – April 2018	Consultation with Heads from the following senior schools: Akeley Senior School, Colchester High School, Huddersfield Grammar School, Hydesville Tower School, Long Close School, Meoncross School, NBH Senior School, NBH Canonbury, Quinton House School, Southbank International Westminster Campus, St Clares School. Consultation with Heads from the following 13+ schools: Cumnor House School, Downsends Prep School, Milbourne Lodge School, NBH Prep School. Consultation with the following members of the education team: Danuta Tomasz (ADE), Robin Davies (ADE), James Carroll (ADE), Marian Harker (QA Officer)

Audience	
Audience	Heads and staff in Cognita schools with pupils in Year 7 upwards

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2019
Review date	The school or proprietor will keep this policy under review and will update from time to time, as deemed necessary

Related documentation	
Related documentation	School schemes of work