

# **CAREERS EDUCATION AND GUIDANCE POLICY**

## **Our Intent**

Ensuring students are well prepared for the next stage of education, training or employment is a key priority of the sixth form and promoting a career development culture is an essential part of our ethos. We are committed to preparing all of our students to manage their future education and career path through a high-quality Careers programme. We will ensure this high quality by achieving the Quality in Careers Standard Award and maintaining that standard of excellence through regular reassessment. Our Careers programme is designed to meet the statutory duties of access to independent and impartial careers guidance for all students in state-funded secondary education and providing access for education and training providers to our students (see separate Provider Access Policy).

William Morris Sixth Form is a fully comprehensive, Inner London 16-19 Sixth Form. Our intake is highly diverse and is drawn from more than one hundred schools, many of which are characterised by high pupil mobility, high staff turnover and high levels of deprivation. Over half of the students are known to have been eligible for the pupil premium funding in their secondary school, which is above average. The majority of students are from minority ethnic backgrounds which is higher than the national average. The proportion of students who speak English as an additional language is above average. The number of students who have an education, health and care plan is above the national average. We recognise these as significant potential barriers

to progressing to successful study or employment pathways. We believe that a high-quality Careers programme helps to raise aspirations and promote equality of opportunity as well as challenge stereotypes. It provides comprehensive information on all options and empowers young people to plan and manage their own futures and achieve personal and economic wellbeing throughout their lives. By providing students with meaningful experiences and encounters with the world of work, we can improve their cultural capital and broaden their beliefs about what they can achieve and become in the future.

This policy was developed and updated by the Head of Student Support Hub in consultation with members of the Leadership Group, the school Enterprise Adviser and the Governing Body and is informed by the [statutory guidance for schools and colleges on providing careers guidance](#) and the WMSF school improvement plan.

## **Statutory Requirements and Expectations**

We are committed to meeting national expectations in relation to careers by

- Securing access to independent and impartial careers, education, information, advice and guidance for pupils in all year groups, as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the DfE's 'Careers guidance and access for education and training providers' (January 2023)
- Ensuring a range of education and training providers have access to all pupils for the purpose of informing them about approved technical education qualifications or apprenticeships as required by the Technical and Further Education Act 2017. See separate Provider Access Policy
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- Providing guidance that will promote the best interests of the students to whom it is given

## **Quality in Careers Standard**

We are committed to achieving the Quality in Careers Standard (QiCS) through our chosen Licenced Awarding Body, Complete Careers. Achievement of the QiCS demonstrates our commitment to Careers Education, Information, Advice and

Guidance (CEIAG) and that we meet the following Gatsby Benchmarks of Good Career Guidance (2014):

1. A Stable Careers Programme
2. Learning from Career and Labour Market Information
3. Addressing the Needs of each Student
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

## Implementation

### Learner Entitlement

The Careers programme is designed to meet the Gatsby Benchmarks of Good Career Guidance (2014) and the learning outcomes as set out by the Career Development Institute (CDI) Career Development Framework (2021). The learner entitlement is as follows:

Year group	Tutorials	Careers Day	Enrichment Programmes	Work Experience	Personal Career Guidance
Level 2	<p>Empower 6 tutorials covering:</p> <ul style="list-style-type: none"> <li>• All post-Level 2 options</li> <li>• Use of Unifrog to explore careers and University options</li> <li>• Progression planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Career insight with employers</li> <li>• Careers and Apprenticeships fair</li> <li>• Progression information</li> </ul>	<p>Law Health and Social Care careers</p> <p>Apprenticeship Academy</p>	<ul style="list-style-type: none"> <li>• One week of work experience in the Summer term</li> </ul>	<ul style="list-style-type: none"> <li>• Priority given to SEND students and those at most risk of not progressing to Level 3.</li> <li>• Any other guidance sessions delivered at request or referral.</li> </ul>

Level 3 Year 1	Empower 6 tutorials covering: <ul style="list-style-type: none"> <li>• All post-18 options</li> <li>• Use of Unifrog to explore careers and university subjects</li> <li>• Preparation of UCAS personal statements</li> </ul>	<ul style="list-style-type: none"> <li>• Students attended careers days relevant to their L3 subjects .</li> <li>• Careers and Apprenticeships career events</li> <li>• Progression and career guidance with career staff .</li> </ul>	Choice of: <ul style="list-style-type: none"> <li>• Aspiring Medics</li> <li>• Oxbridge</li> <li>• Law</li> <li>• Apprenticeships academy</li> <li>• Healthcare careers</li> </ul>	<ul style="list-style-type: none"> <li>• One week of work experience in the Summer term</li> </ul>	<ul style="list-style-type: none"> <li>• Priority given to those at most risk of not securing a positive destination after sixth form</li> </ul>
Level 3 Year 2	Weekly Future Focus tutorials covering: <ul style="list-style-type: none"> <li>• UCAS and apprenticeship application support</li> <li>• Student finance</li> </ul>	<ul style="list-style-type: none"> <li>• Careers and Apprenticeships fair</li> </ul>			<ul style="list-style-type: none"> <li>• Priority given to those at most risk of not securing a positive destination after sixth form</li> </ul>

Students in all year groups are welcomed to attend the following however, it is mainly targeted to first year students

- Careers information delivered through subject lessons
- Higher Education fair
- Ad-hoc university, apprenticeship or employer presentations
- Opportunity to attend university and workplace visits
- Careers guidance meetings with the Careers Adviser on request
- Pathways evening, for students and parents to attend
- Apprenticeship Academy ( L3 Yr1 and Yr 2)
- Careers Hub drop-in advice and support for applications to further study, apprenticeships or employment
- Access to information about external opportunities via Careers Hub Google Classroom

- Information, advice and guidance provided on exam results days to those students who may need to change their planned destination and follow-up support offered for a further six weeks

## **Students with Special Educational Needs or Disabilities (SEND)**

Students in FN1/2 receive a guaranteed career guidance meeting with a Careers Adviser each year they attend. Students are informed of a range of courses, supported internships

- Students in FN1/2 receive a guaranteed career guidance meeting with a Careers Adviser each year they attend. Students are informed of a range of courses internal or external colleges, supported internships or apprenticeships available to them
- Students in FN1/2 and Level 2 visit West London College for an insight into range of courses, supported internships or apprenticeships available to them
- Students in FN2 participate in three information and support sessions regarding progression and a week of work experience
- Transition between stages of education, or to employment, is part of the action plan for a student with an Education, Health and Care Plan (EHCP) and will be discussed in each annual review
- Pathways for SEND event in the Summer term
- Personalised support from the SENCO and Careers Hub is used where appropriate
- The Careers Team supports the SEND department in their LIFE Skills sessions. This involves lessons in CV writing and preparation for job interviews.
- Worksheets at Careers Days particularly support SEND or EAL students, who may find it more challenging to communicate, know to ask and remember what they have learnt.

### **Access Interns**

- The Career Team at William Morris are working in collaboration with Access interns, an organization that provides 4 weeks paid internship for students with SEND. This opportunity is available for students with a reasonable amount of independence and does not require students to have an EHCP. The Careers

Team work alongside the SEND department to identify eligible students and advertise that opportunity. They support these students in completing their applications to Access Interns.

### **Students in Local Authority Care, Care Leavers and Refugees**

- These students will be offered a Careers Guidance Session every year that they are at William Morris
- Careers staff are aware of these students and where necessary will offer additional support through the UCAS and apprenticeship application process.

### **Management and Delivery**

We recognise the importance of putting in place effective arrangements for the management and delivery of the Careers programme. It is developed, managed and monitored by the Head of student Support Hub in consultation with the Principal with responsibility for Careers.

### Tutorials

- Empower 6 tutorials are delivered by a team of five Personal Tutors to all year groups and covers the full PSHE curriculum, including Careers Education. As much as possible, the Careers Education lessons are delivered by a member of the Careers team and have the following learning aims:
  - Grow throughout life
  - Explore possibilities
  - Manage career
  - Balance life and work
- Future Focus sessions are delivered by the Careers team to students in L3Y1 and the first two terms every now and then to L3yr2. They are focused on finalising applications and preparing for progression from sixth form.
- Students are encouraged to book an appointment with a member of the Careers team for UCAS advice and support, Career guidance and apprenticeship support.

### Careers Day

- A series of four annual events where students take part in career tasters and presentations from a choice of employers, speak to universities and apprenticeship facilitation and attend a career fair. Each Career Day has a specific career area focus and each course will be allocated to the most relevant Career Day. L3Y1 and L2 students attend every Career Day allocated to their subjects. L3Yr2 students may attend a Career Day outside of their lesson time and special permission may be granted for individuals to miss lessons on a case by case basis, where it is thought to be necessary for their unique situation.
- The focus of the four career days are:
  - STEM and Healthcare
  - Creative and Culture
  - Business and Finance
  - Law and Society

The careers days have the following learning aims:

- Explore possibilities
- Create opportunities
- See the big picture

### **Apprenticeship Academy**

Establishing an apprenticeship academy this year is a transformative endeavor that involves collaboration and guidance from key stakeholders. Supported by an apprenticeship advisor from the department of work and pension (DWP), provides invaluable support, ensuring a seamless integration of practical skills and employment opportunities for our students. The DWP's expertise can help tailor apprenticeship programmes to align with industry needs, fostering a curriculum that equips students with relevant skills. This collaboration not only enhances educational opportunities but also establishes a direct link between learning and employability. Our academy aims to empower students with the knowledge and skills necessary for successful career transitions, creating a pathway for sustainable growth and development in the workplace. We are hoping that this will result in a high number of students securing vacancies.

### **Enrichments**

The Careers Team supports and runs a number of different enrichment sessions. The Apprenticeship Academy and Aspiring Medics groups are run directly by the Careers Team, with the aim of preparing students for either apprenticeships or Medicine and Dentistry applications. The Law and Careers in Health and Social Care groups are supported by the Careers Team, who are involved with the overall planning of the programme and lead relevant sessions.

- These programmes have the following learning aims:
  - Explore possibilities
  - Manage career
  - See the big picture

### **Work Experience**

- A one-week block placement is available to students in Level 2 and L3Y1, in the summer term. Students are encouraged to source their own placements but we also offer support with this. Students carry out preparatory work for their placement in their Empower 6 tutorial and review their learning on their return to sixth form. The learning aims are:
  - Grow throughout life
  - Explore possibilities
  - Create opportunities
  - Balance life and work

### **Personal Guidance**

- Personal Guidance is delivered by either the Career Guidance Adviser which is qualified to Level 6 in Careers Guidance and Development
- All students have access to personal guidance with priority given to those at risk of not progressing or those with an education and health care plan
- Meetings are at least 45 minutes long and have these learning aims:
  - Grow throughout life
  - Explore possibilities
  - Manage career
  - Balance life and work

## **Roles and responsibilities**

- The Governing Body are responsible for ensuring that the school meets its statutory duty and is delivering an exceptional Careers programme
- The Careers Link Governors work closely with the Head of Student Support Hub to provide strategic advice regarding the Careers programme and to help source volunteers for meaningful encounters with the world of work
- The Leadership Group are responsible for ensuring that the Careers programme is provided with appropriate resources and that the values of Careers are shared amongst all staff, students, parents and other stakeholders
- The Head of Student Support Hub is responsible for the design and delivery of the Careers programme and manages the other members of the Careers department in addition to Library staff. A key part of the role is developing and using a robust approach to collecting, analysing and reporting on destinations of all students within specific time frames
- The Careers Adviser is responsible for providing impartial personal career guidance to students via individual meetings and Supporting some of the enrichments such as Law and aspiring medics enrichments.
- The Higher Education Coordinator is responsible for managing the UCAS process and partnerships and events with universities
- The Apprenticeships and Work Experience Coordinator is responsible for supporting all students who are not progressing to university, delivering the summer work experience programme and the four annual Careers Days.
- All members of the Careers department deliver Careers Education via Future Focus lessons and Empower 6 tutorials and are responsible for supporting individual student progression into sustained destinations
- Personal Tutors are responsible for encouraging students to develop their career management skills and emphasising the value of career development
- Subject Leaders are responsible for ensuring that the curriculum provides students with regular examples of how their learning links to the world of work and provides opportunities to develop transferable skills for the workplace.
- Subject teachers are responsible for delivering this and being an ambassador for their subject
- All staff are responsible for preparing students for working life and acting in the best interests of the individual students

### **Assessment**

- Students produce CVs and UCAS personal statements as part of their 1:1 meeting with one of the Careers advisors. UCAS personal statements are submitted to a Google Classroom and then checked by the careers team before uploading it to UCAS.
- CVs created by students after a 1:1 meeting with a Careers advisor are checked and feedback is shared with the student.

### **Keeping records**

The Careers team monitors and keeps records of student attendance at onsite and off-site events, careers guidance interviews and of any careers-related information and learning in subject area events such as Subject Careers days.

### **Review of the programme**

- The programme is continuously reviewed by the Head of Student Support Hub, taking into account staff and student feedback. Adaptations are made throughout the year to best suit the needs and interests of the students

### **Handling sensitive and controversial issues**

- All members of the careers team receive annual safeguarding training and report any causes for concern to the Safeguarding team via My Concern.

### **Staff development**

Staff development is a key component of achieving the Complete Careers QICS. Staff training needs are regularly analysed and all staff receive an annual update in the importance of Careers Education and Guidance and an overview of the resources available to incorporate into their lessons, in the Summer term, to inform planning for the next academic year. Careers staff are encouraged to take up relevant continuous professional development as part of their annual performance reviews.

### **Resourcing**

- The Career programme is funded by a separate budget which is managed by the Head of Student Support Hub. The Leadership Group ensures that the funding allocation is adequate to meet the aims of the programme.
- Students have continuous access to the Careers Hub where they can get support from any member of the Careers team and access the library of career-related resources.
- WMSF has a Unifrog license to enable all staff and students to access information about different careers, university subjects, universities and apprenticeships as well as record their skills, interests and plans
- All students are expected to bring a chromebook or a device which they are expected to bring to all of their Careers Education lessons to access online resources
- Members of the Careers team attend each parents evening to allow parents and carers to access personal guidance for the young person in their care

### **Stakeholders and partners**

We currently work with the following partners:

- Resurgo - referring students at risk of becoming NEET to their Spear programme
- Let Me Play - delivering the Hammersmith and Fulham Career Cluster programme; offering aspirational programmes to our students giving insight into higher education, apprenticeships and the world of work
- Changing Education – offer work experience brokerage and workplace risk assessments
- Department of work and Pension (DWP)-offer support with the Apprenticeship Academy
- The Head of student Services Hub, School Principal and Apprenticeship Advisor are collaborating with Charing Cross Hospital HR department to provide possible work experience for the students.

We are committed to working collaboratively with employers, higher and further education providers and apprenticeship providers to provide information on a range of employment and training pathways to help our students make choices that are in their best interests. Please see our Provider Access Policy for more details. We source many of our volunteers for career insight talks from the 'Inspiring the Future' portal but are also keen to engage with former students.

## Measuring Impact

- Students and, if appropriate, employers and teachers are asked to complete evaluation forms after each activity which are reviewed by the Head of Student Service hub to assess if the desired outcomes are being met. The findings of the review are used to make recommendations and adaptations to the Careers programme for the following year.
- Longer term impact of the programme is assessed by reviewing sustained destination data, i.e. the proportion of students undertaking different study programmes or employment routes.
- The Careers Programme is reviewed once a term by the Head of Careers using the online Compass tool to monitor progress against the Gatsby Benchmarks. The results of this feed into the Careers development plan.
- WMSF is currently working towards accreditation of CEIAG by revalidating its Quality in Careers Standard award, provided by Career Mark to quality assure the provision of CEIAG delivered at the establishment. Career Mark is important as the school wants the students to achieve high standards, see the value and relevance of their learning, both to themselves and the working world and to make good choices that are successful for them. Using Career Mark will enable WMSF to deliver the best possible careers education and employability skills development programme, which is sophisticated, integrated and effective.

## Consultation, Dissemination and Review

- Careers Education is monitored and evaluated annually. Careers Guidance is monitored and evaluated with the independent Careers Adviser on a termly basis to ensure that the provision is meeting the needs of the students
- The programme is reviewed annually by the Head of Careers and the Leadership Group Line Manager. Changes and improvements to the programme feed into the Department Improvement Plan along with timescales for completion
- When reviewing the programme, the School Improvement Plan is used to ensure that the Careers Department is fully supporting whole school aims.
- The Careers Department is properly supported to achieve its aims by the leadership team.
- All staff are made aware of the CEIAG Policy and their role in supporting it

- This policy will be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it

### **Approval and review**

Approved: [date] by Governors at [Curriculum and Standards Committee]

Next review: [date]

Signed: [name] Chair of Governors

[name] Principal