Careers Policy

Redbridge Community School

Person responsible -	Damian Flynn (Co-ordinator of Careers)
Last review date -	October 2020
Next review period -	October 2023

ASPIRATION ○ RESPECT ○ OPPORTUNITY ○ EXCELLENCE

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Aims and Objectives

Effective Careers Education, Information, Advice and Guidance (CEIAG) at Redbridge Community School is essential to build upon excellent teaching and learning in the classroom. It provides critical support to students enabling them to aspire to being the best they can be.

Careers at Redbridge Community School must align to the statutory guidance from the Department for Education in order to develop *'… a world class careers system that will help young people and adults choose the career that is right for them'* (DfE 2018). To assist all education establishments, the Government's strategy has been structured around eight 'Gatsby Benchmarks'. These 'benchmarks' form the starting point and focus for Redbridge School's careers programme in the pursuit of an excellent careers programme. The Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020. As part of Benchmark 7, 'Encounters with Further and Higher Education', the school will continue to action the Baker Clause and ensure students are kept informed of approved technical educational qualifications or apprenticeships.

Consequently, the school has nurtured a vision for CEIAG:

> ***'To raise aspirations, knowledge and motivation towards the next step beyond life at Redbridge Community School. Developing academically strong, well rounded and ready-for-life young adults'***

Key Objectives

1. To Increase the amount of work-related learning that students experience from Year 7-11
2. To develop staff awareness of the careers and employability priorities of the school and are successfully having an impact in the classroom
3. To ensure all students visit at least 2 universities by the time they leave Redbridge
4. The Baker Clause: to ensure all pupils in Year 8 to 11 are informed of approved technical educational qualifications or apprenticeships
5. Foster a measurable improvement in parental engagement/support

Key Objectives Action Plan

Gatsby Benchmark(s)	Long term Objective	Objectives	SMART goals	Activities
4, 5, 6	**To Increase the amount of work-related learning that students experience from Year 7-11**	1. Every student in each year group will have the opportunity to meet and learn from 2 different employers about work, employment and the skills that are valued in the workplace	100% of pupils in Years 10 & 11 will have attended a career talk with an employer volunteer	- Assembly talks utilising Enterprise Advisor - Founders4Schools interaction
			90% attendance at employability skills sessions Pupil feedback demonstrates 85% students can name 5 important employability skills and when they have used then in/outside of school	- Barclays Lifeskills workshops for Year 8 (self-awareness) and 9 students (getting the job) - 'Employable Me' posters displayed in all tutor bases and Library
			30% increase in the number of teachers who've had a volunteer in the classroom	- Links with Careers Champion (Paris Smith) and Enterprise Advisor (Balfour Beatty) - Redbridge Alumni
			Identification of 3 more local businesses to approach for support 'Step Into' days	- Utilise links with Employment & Skills Plan Manager at SCC - Forge links with Carnival UK (from mock interviews) - Lidl tour - Links with Careers Champion (Paris Smith) and Enterprise Advisor (Balfour Beatty) - Redbridge Alumni - Y9 students offered 7 'Step Into' days within different sectors

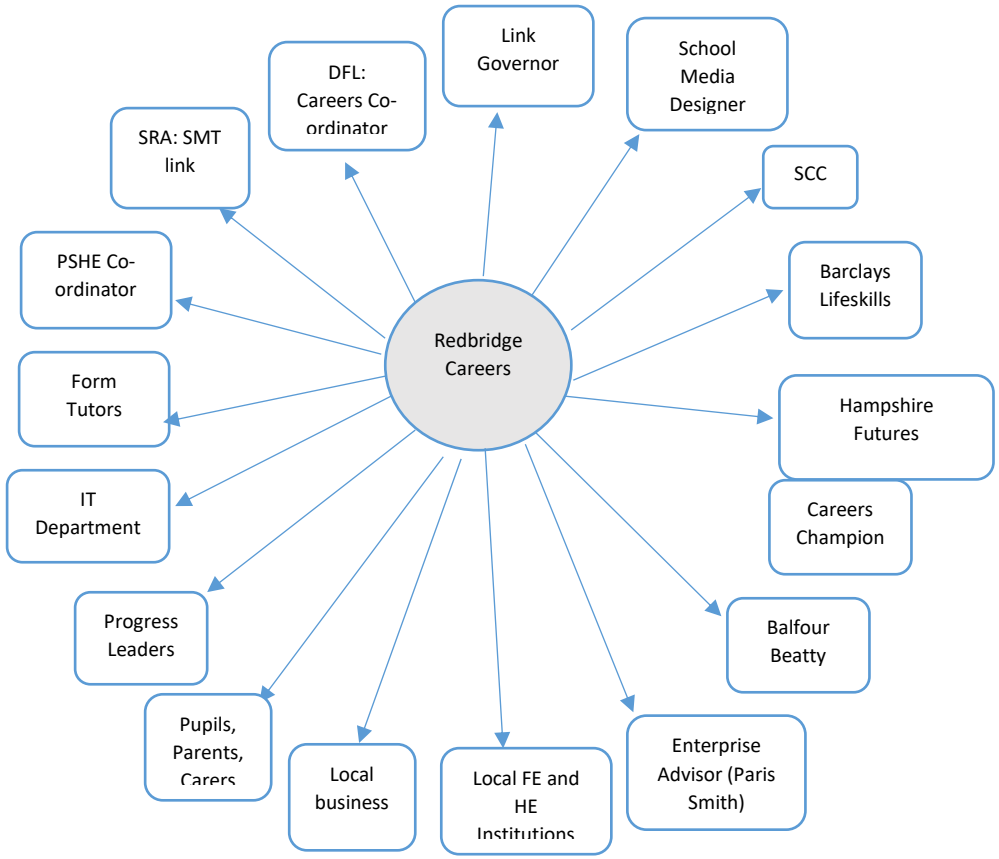
		2. Create the opportunity for students to find their own work experience/day placements during/out of term time.	Investigate protocols and logistics for own placements (DBS, insurance, checks)	- Work experience calendared for all Y10 students - Ascertain numbers of interested Y10 students who would like to action own placements - Virtual Work Experience opportunities - Utilisation of Redbridge Alumni
		3. Utilisation of Redbridge Alumni	Alumni set up Spring 2021 Network to be established with range of job sectors	- Alumni network utilised in assemblies, Careers Week, Careers Fairs and as mentors
4	**To develop staff awareness of the careers and employability priorities of the school and are successfully having an impact in the classroom**	1. All staff are aware of the CELP and the vision and long term objectives of the school for careers and employability.	Audit departments against employability skills and Gatsby Careers element in lesson plans Careers starters during 'Careers Week'	- Vision & strategy shared at middle leaders meeting - Policy and vision re-occurring in newsletter and website - Look to introduce Careers in lesson plans with SLT - Subject-specific posters shared with staff - Resources purchased to aid lesson delivery
		2. Each subject has a 'Careers Champion' to lead on careers related actions	Identify non-stakeholders in department areas to assume role Careers Champions to know where to get information about careers in their subject area. Communication of employability skills to colleagues	- Identification and selection of 'Careers Champions' - Careers Champions asked to disseminate careers-related initiatives -Careers section on lesson plan proforma

		3. To develop visual marketing of careers	Speak to CH regarding creation of posters in tutor rooms	- Identify employability skills and ask CH to develop - Subject-specific career pathway poster in every classroom and displayed on options evening
		4. To have 1 STEM guest speaker to visit the school	Contact Founders4Schools to establish links with potential STEM ambassadors	- STEM assembly for Y9/10
		5. To enhance the tutor careers programme	5 week modules within extended tutor times for all Year groups. Led by teachers	- Liaison with PSHE co-ordinator - Steps booklets for Years 7-10 - Focus on employability skills - External speakers focusing on STEM/ stereotyping - Starters by teachers regarding their career choices and backgrounds
		6. Careers starters during 'Careers Week'	To occur during 'Careers Week' each year	- Subject-specific posters - Subject specific resources provided
7	**To ensure all students visit at least 2 universities by the time they leave Redbridge**	All Year 11's have been on 1 university visit, to include skills development day	Contact the Outreach teams at Southampton, Solent , Portsmouth and Bournemouth Univ's to see what they can offer in terms of visits/enterprise days/ student visits to school across all year groups 100% of students will have exposure to technical	-Contact Universities - Liaise with More Able co-ordinators for pre-established links ('Learn with us') - Investigate 'IntoUniversity' link - opportunities for master class visits to/from Universities for Y9 & 10 subject areas- - signposting of University led activities to specific departments (e.g Bournemouth University and Art) - Improve access to colleges: subject-driven, initiated by HoD - Visits by education providers (FE colleges) in assembly time

	The Baker Clause: To ensure all students are kept informed of approved technical educational qualifications or apprenticeships.	Year 11 Assembly time with FE providers Careers Advisor to share apprenticeship and T Level qualifications All students to receive 1:1 careers advice by end of Y11	qualifications and apprenticeships by the end of Y11	-Signposting by Careers Advisor -Information available on Careers section of website -Apprenticeship providers present at Careers Fair for Y10 & 11
2	**Foster a measurable improvement in parental engagement/support**	1. Attendance at parents evenings have improved by 30%	Review all communications to parents to see how parents can be better engaged	-utilise parent mail and text messages to inform parents of careers related events (including 1:1 careers interviews) - dedicated careers page on school website
			Careers page in each newsletter	-careers page for every newsletter
		2. 25% of parents in relevant year groups attend the Careers Fair	Review all communications to parents to see how parents can be better engaged	- utilise parent mail and text messages to inform parents of careers related events (including 1:1 careers interviews) - dedicated careers page on school website
			Parents acting as 'Redbridge Ambassadors' to help inform fellow parents	-Request at parent forum - Governor link

Stakeholder and Employer Engagement

Current stakeholders in Redbridge's Careers Programme



Future stakeholders

- Alumni
- Heads of Department
- Class teachers & 'Careers Champions'
- Shine Co-ordinators
- Bournemouth University
- Portsmouth University
- STEM careers/teachers/industries
- LMI: construction, retail, wholesale
- Southampton General Hospital (LifeLab)

Communication Protocol

- Careers-related information are communicated via termly school newsletters and signposting to the careers section on the school website.
- School phone conversations, letters, 'Parentmail 'and text alerts are utilised for more frequent information transfer
- Termly Parents' Forums allow opportunities for additional updates and allow feedback to be sought
- Evaluation and feedback forms are utilised for every careers-related event
- The school will inform parents/stakeholders to changes, updates, celebrations and pertinent information updates

Monitoring and Evaluation

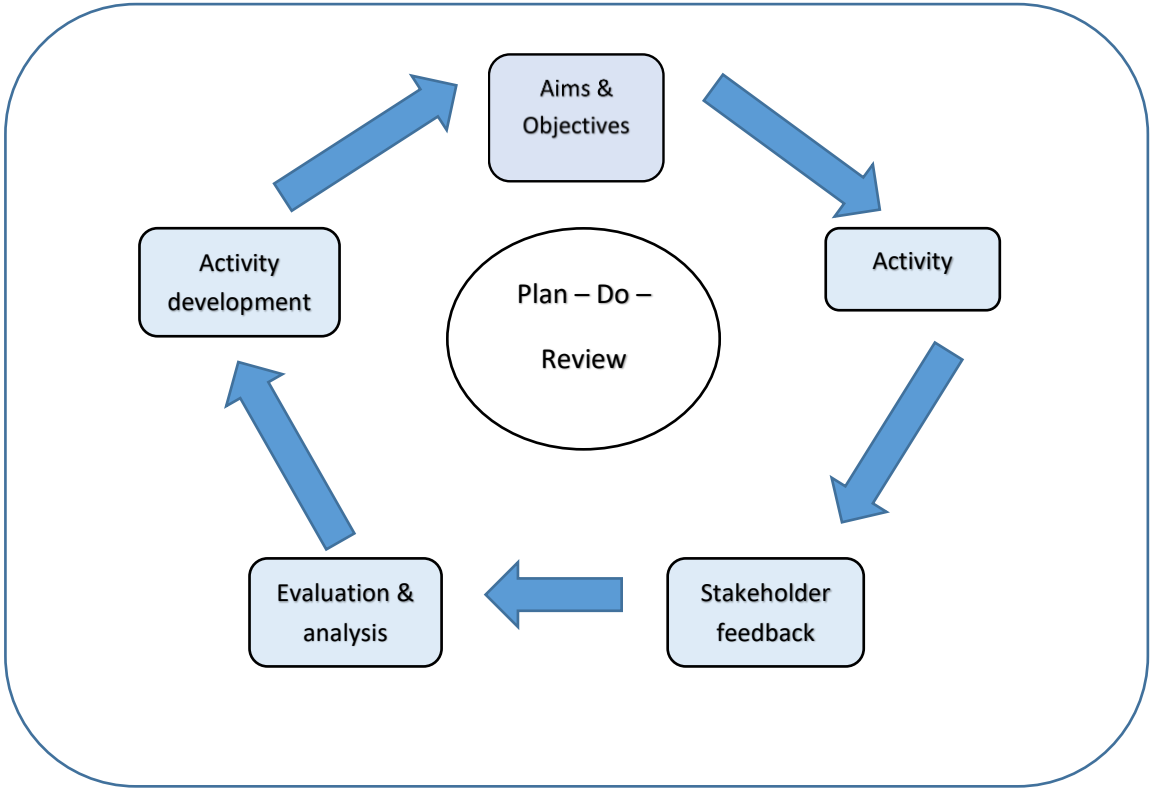
Monitoring: Is it going as we planned?

How Redbridge monitors and evaluates its careers programme:

- Pre and post task assessments:
  - What did you know? What do you know now?
- Attendance percentages at careers events
  - (careers fairs, options evenings, assemblies)
- Observations
  - Learning walks (termly)
  - Department Review (October – April)
  - Informal drop ins (ongoing)
- Questionnaires
  - Mock interviews (interviewer and student)
- Feedback forms
  - Careers evening, option choices, tutor programme
- Pupil voice interviews (yearly)
- Parent forum (termly)
- College application tracker (ongoing from start of Y11)
  - Are students applying for college?
- Interviews (feedback from careers advisor)
- Book sampling (Summer term)
  - Career-related tutor activities
- Lesson observations
  - Department Review
- Destination data and NEET figures
- Line management (fortnightly) Appraisal (start, mid and end)
- School development plan (yearly)
- Department audit (yearly)
  - Is careers more evident? Intervention needed?

Evaluation: How well is it working?

Redbridge utilises the following review cycle:



1. What do you need/want?
2. How is it best administered?
3. Evaluate. How can we make it even more effective?

Equality, Diversity and Inclusion

In accordance with the 2010 Equalities Act, Redbridge Community School is committed to the principle that all students and staff should be treated with dignity and respect. We are proud to be a fully inclusive community school.

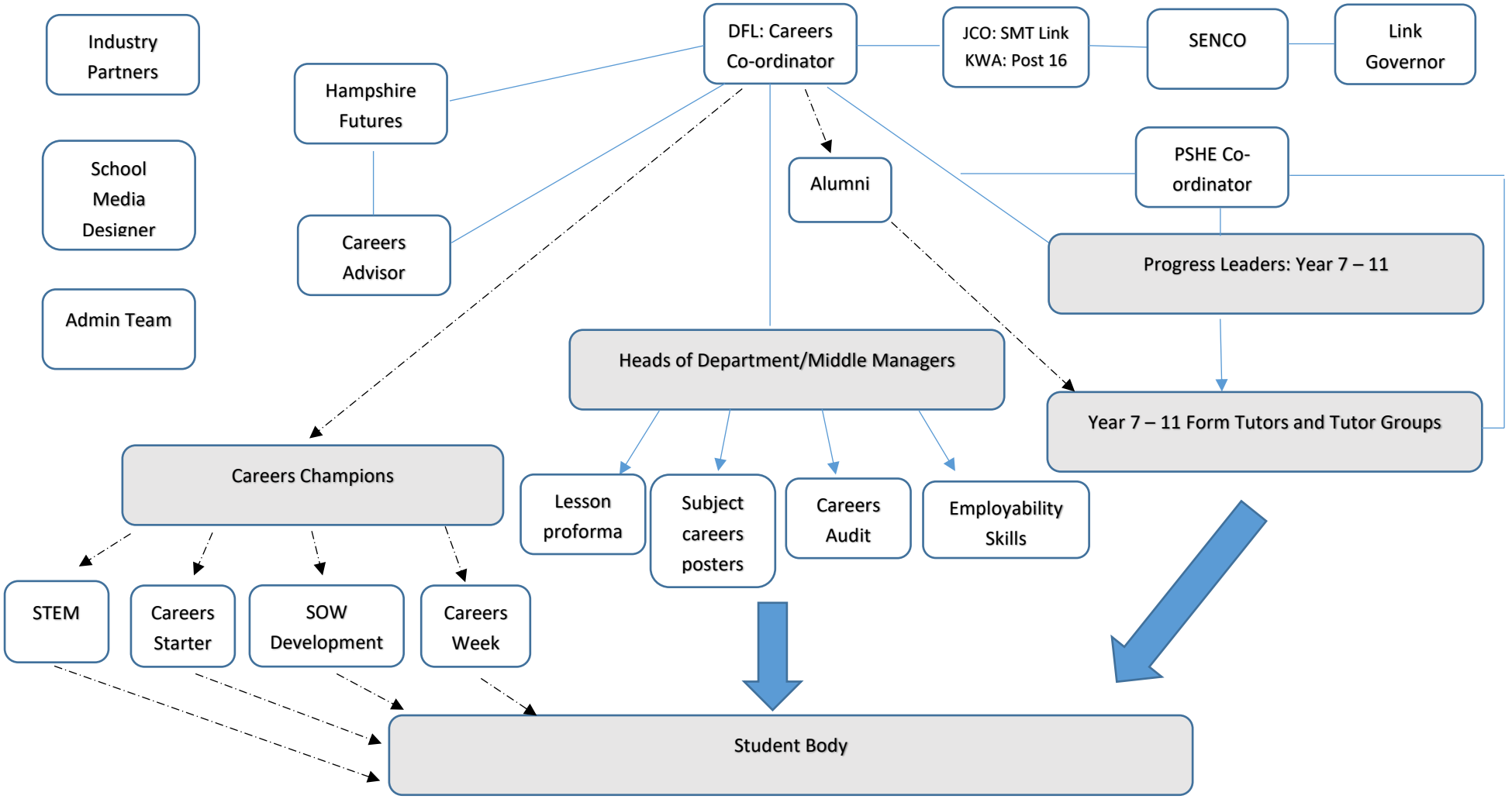
The school recognise the two key duties under the remit of Equal Opportunities:
1. To tackle discrimination in all of its forms
2. To actively promote equality for all staff and students

The School will:

- Provide an appropriate learning and social experience for all students, giving equal consideration regardless of colour, origin, disability, culture, gender, sexual orientation or ability and make appropriate adjustments when required to ensure continued equality.
- Promote and maintain diversity amongst students and staff
- Develop an ethos culture which values and respects everybody and provides the opportunity to learn in an environment free of prejudice
- Not tolerate any form of xenophobia, including those forms that are directed towards religious groups and communities
- Encourage participation of bisexual, gay, lesbian and transgender members of our community and implement appropriate strategies to prevent homophobic abuse, bullying and harassment
- Comply in full with the rights as set out in the Civil Partnership Act 2005
- Ensure that all staff educate against any form of prejudice or negative stereotyping and that their conduct with students and colleagues reflects this responsibility at all times
- Enable students and staff to celebrate festivals and other events relevant to their particular faith and actively encourage all students to understand these
- Eliminate all unlawful discrimination, whether based on race, gender homophobia or other discriminatory factors and circumstances
- Prepare students to be full citizens in today's local, national and global context
- Ensure that there will be no discrimination to students arising from the actions of their parents/siblings
- Actively promote awareness of the dangers of religious intolerance, engendered by religious extremists

Careers intervention focus groups include students within the following subsets: SEND, Looked After (and those previously looked after), Pupil Premium, Shine/More Able, Gender, Sexual Orientation and Race. Priority groups are identified within these subsets that appear more likely to face barriers to progression and/or at greater risk of being NEET.

Identification and selection of students is done via half termly data drops (progress against target grades, Attitude to Learning'), CPOM referrals, intended destinations, destination data, college application tracker, referral by Progress Leaders and form tutors and direct feedback from 1:1 careers guidance. Students can also seek additional advice via the careers appointment process.

Whole-School Approach

To ensure CEAIG is effective at Redbridge Community School, a whole school approach is fostered. It is crucial in trying to achieve the school's four key objectives for careers education. 'Ownership of task' underpin successful careers programmes.