



# Tapton SCHOOL

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## Tapton School

## Careers Policy

## February 2021

**AUTHOR:** Holly Morris

**COMMITTEE:** Quality of Education

**LAST REVIEW/UPDATE:** February 2021

**LEVEL OF CHANGE:** Minor

**NEXT REVIEW:** January 2023

## **Aims**

Careers education, information and guidance (CEIAG) programmes make a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life. The CEIAG programme is designed to be progressive from Year 7 to Year 13 and support students in making 14-19 choices.

At Tapton we aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through careers education and guidance, it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence. Students can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them.

In particular we intend for our students to:

- develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- develop independent research skills so that they can make good use of information and guidance.
- develop and use their self-knowledge when thinking about and making choices.
- develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

We recognise that the process of making career decisions is a lengthy one and that most of our students will make their final choices only after completing their higher education course.

## **Commitments**

The Governing Body and staff are committed to:

- The provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years.
- Encouraging students to achieve and to be ambitious.
- Involving students, parents and carers in the further development of careers work.
- Working with support agencies so that no student is disadvantaged in gaining access to education, training or work.
- We have achieved the Gold Sheffield Careers Award.
- Maintain the high standards needed for the Gold Sheffield Careers Award.

## **Provision**

Careers includes both education, information and guidance. Careers education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance students are able to use their knowledge and skills to make the decisions about learning and work that are right for them.

Careers education forms an integral part of the curriculum in the PSHEE programme. The three main areas of careers learning, identified in the National Framework, form themes throughout careers work from Year 7 to Year 13.

- Self-development - understand themselves and be aware of their strengths and areas for development to inform future learning, work choices and progression routes.  
Positive self-esteem – understand themselves and the influences on them and how best to manage these influences to maximise their potential.
- Career exploration - investigate opportunities in learning and work through a wide range of resources (computer programmes, internet, books, leaflets and impartial careers guidance).

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- Career management - make and adjust plans, to manage change and transition in learning, work and career choices.

Careers guidance is supported by the work form tutors do in tutorial time. All staff are involved in guidance to an extent e.g. support during selection of Key Stage Four options and Sheffield Progress and applications. We are also well supported by our qualified and impartial careers adviser who is in school for two days each week. Careers guidance interviews takes place on a one to one basis for all students. This is a great achievement. Careers information and resources are available in school for students to access.

Our CEIAG programme aims to guarantee all students who leave Tapton School at the end of Year 11 have an offer of a place to move onto. This is achieved through the use of Sheffield Progress account for every Year 11 student, a taught programme, individual guidance and tracking which helps them to make applications.

### **Key Stage Three provision includes:**

- Allotted time through PSHEE lessons for self-development focussing on lifestyle and progression.
- Year 9 students have a specific programme to support their choice of GCSE options, information on employability skills, Key Stage Five options, university and finances.
- Lessons based on employability skills and interviews.
- Assemblies focusing on future prospects and how to develop their employability skills.
- Access to careers software via PSHEE lessons.
- Direction towards careers resources available in school.
- Assemblies and other information on Subject Choices, GCSE options, including vocational and alternative courses.
- Taster sessions for all GCSE option subjects that they have not previously studied at Key Stage Three.
- Appropriate career and aspiration-based activities.
- Cross curricular displays highlighting appropriate career pathways.
- Individual pathway/options interviews with a member of senior staff.
- A structured and intensive programme of support and guidance for selecting GCSE options.
- Targeted offsite provision where appropriate.

### **By the end of Key Stage Three all students will have:**

- An awareness and understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work.
- An increased understanding of the full range of 14-19 opportunities for progression.
- An awareness and understanding of some of the qualities, attitudes and skills needed for employability.
- Had the opportunity to access and use online careers resources to research information about opportunities and apply their findings to help make informed choices for GCSE options.
- Received detailed and appropriate support, advice and guidance on GCSE options.
- Been supported in their application to their chosen GCSE options.  
Attended assemblies, practical sessions and teacher led advice sessions relevant to GCSE option choices.
- Had an individual options interview from senior members of staff to support them in their decisions regarding GCSE option choices.
- An enhanced awareness of economic issues and how best to manage and overcome them.
- Individualised plans for progression and transition between key stages for the most vulnerable and SEND students.

**Key Stage Four provision includes:**

- College presentations.
- Career-base presentations.
- Tapton sixth form presentation.
- Careers interviews for all Year 11 students.
- Information on college open days.
- Support with completing Sheffield Progress application and access to computers.
- Business day, including enterprise activities and career-based sessions from alternative providers.
- Supported personal statement sessions within allocated curriculum time.
- Parent evenings and some assemblies are supported by external, independent careers advisor.
- Close and continued monitoring and support for vulnerable students.
- Individualised plans for progression and transition between key stages for the most vulnerable and SEND students.
- Individual mentoring for identified vulnerable and SEND students.
- Targeted academic intervention to support achievement for those identified.
- Independent careers support, guidance and awareness through PSHEE and other subject areas across the curriculum.
- Post-16 opportunities evening involving college and other external providers.
- Targeted work experience where appropriate.
- Targeted offsite vocational placements where appropriate.
- Completion of Education Health Plan (EHCP) for SEND students to aid progression.

**By the end of Key Stage Four all students will have:**

- Enhanced self-knowledge, career management and employability skills.
- Effectively used ICT software and other sources of advice to investigate and explore future choices and progression routes.
- Experienced the world of work through work experience if appropriate.
- Been given direct access to employers, colleges and training providers.
- Been given guidance to help identify a range of post 16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete their Sheffield Progress application.

**Key Stage Five provision includes:**

- Oxbridge, medicine and dentistry (early applicants) evening for students and parents.
- UCAS and university applications evening for students and parents.  
Student Finance evening for students and parents.
- UCAS Convention.
- Careers interview for those students identified or who make a request.
- Information on university open days.
- Support with completing UCAS application and access to computers.
- Destinations day, involving a wide range of university presentations and guidance on choosing a university, writing personal statements and student finance.
- Support with personal statements sessions within allocated curriculum time.
- Parent evenings and some assemblies are supported by external, independent careers advisor.
- Close and continued monitoring and support for vulnerable students.
- Individualised plans for progression and transition between key stages for the most vulnerable and SEND students.

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- Individual mentoring for identified vulnerable and SEND students.
- Targeted academic intervention to support achievement for those identified.
- Opportunity to complete work experience/voluntary work in area of interest.

**By the end of Key Stage Five all students will have:**

- Enhanced self-knowledge, career management and employability skills.
- Effectively used ICT software and other sources of advice to investigate and explore future choices and progression routes.
- Experienced the world of work through work experience if interested.
- Been given direct access to employers, colleges and training providers.
- Been given guidance to help identify a range of Post-18 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with resources, guidance and support to complete their UCAS application.

**Equal Opportunities**

Tapton School is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to allow them to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

At special events such as the Year 9 Options Evening, Post-16 Opportunities evening and Sixth Form Open Evening we aim to give parents and students a view of young, successful career women and men. The destinations of our leavers are closely monitored and younger students informed so that we are aware of trends and opportunities.

**Relationship to other parts of the curriculum and other policies**

Careers education is conducted in accordance with the School's equal opportunities policy and other relevant policies. The whole school remit of careers is recognised and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum.

**Parents and Carers**

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are accessed through links on the school website. Parents are updated with careers related information through letters, newsletters and at Open Evenings. Parents are welcome at careers interviews.

**Management**

The PSHEE subject leader coordinates the delivery of the careers programme within PSHEE. The Careers Leader oversees CEIAG, manages the delivery of the work experience programme and careers appointments for the careers advisor. A member of the leadership team has a holistic overview of CEIAG and all the components.

**Resources**

The school has accessible careers resources on display and notice boards as well as access to a private office for careers interviews. Our careers adviser is a regular visitor providing independent and impartial careers advice. Careers interviews may be booked through the Careers Leader who has an open-door policy.

Past students and parents are a valuable resource and come in to help with careers work. We are also grateful for the support we have had from local and national industries and higher education institutions.

**Monitoring, evaluation and review**

The careers programme is monitored regularly and amended. Students' and parents' opinions are actively sought and included in the evaluation and review. Tapton School will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at all transition stages.