



Tapton SCHOOL

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Tapton School

Careers Policy

March 2023

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COMMITTEE: Quality of Education

LAST REVIEW/UPDATE: March 2023

LEVEL OF CHANGE: Minor

NEXT REVIEW: March 2025

Vision and Values

This policy is underpinned by our school ethos, 'Valuing Everyone, Caring for Each Other and Achieving Excellence'. Our values as set out in the 2021-2024 vision directly links to the Careers Provision to support our students to make appropriate and aspirational application to post-16 and post-18 destination.

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.
- Be prepared for transition to their next stage of education or work post-16 and post-18
- Experience meaningful encounters with employers

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.

Statutory requirements and School Commitments

The Schools Careers Programme and Strategic Careers Plan carefully considers the statutory guidance; DfE Careers Strategy 2017 and the Statutory Guidance 2021 document, and are committed to fulfilling our duties to provide high quality careers provision;

- The school has and displays our Provider Access Policy on the school website
- As recommended in the Statutory Guidance 2021 document we plan, monitor and evaluate our programme to meet the 8 Gatsby Benchmarks and against the CDI Career Development Framework learner areas to provide a Stable Careers Programme and effective careers development work within school
- The school takes note of the Ofsted School Inspection Handbook and will act on the report and recommendations following the Ofsted inspections.

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.
- Achieving and Maintaining the National Quality in Careers Standard Award with Complete Careers (Careers Mark)

Student Entitlement: Provision

Every student is entitled to high quality career education and guidance as part of their overall education. 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, they are encouraged to play an active role in their own career development.

Our CEIAG programme commits to the 'September 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. We are well supported by our qualified and impartial careers adviser who is in school for two-three days each week.

During school students can expect:

- To receive and have access to up-to-date unbiased labour market information including future learning and training opportunities and careers
- Support to develop self-awareness, recognising their strengths and personal and career priorities while being aspirational, effectively managing their future career
- Support with applications to Post16 and Post18 providers
- Events to support informed choices at key points; Year 8 subject choices; Year 9 subject choices; Post16 and Post18 and the opportunity to talk through these with school staff and the careers team
- A meaningful encounter with employers and employees within world of work each school year
- To hear from local education and training providers including colleges, apprenticeship organisations and universities through visits, assemblies, and careers fairs
- Develop an understanding of how what they learn in the classroom relates to their career and life beyond school
- Access to a one-to-one careers' guidance interview with a Level 6 qualified, independent careers advisor by appointment: this is available to all year groups
- Parental involvement to be encouraged, parents/carers will be provided with information to support students at decision making pivotal points.
- To have the opportunity to feedback on their experience of the careers programme and the service they have received to ensure the provision is continually progressing

Parents and Carers entitlement

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents/carers become more involved. All online resources are accessed through links on the school website. Parents/carers are updated with careers related information through letters, newsletters and at Open Evenings with dedicated events for parent/carers to cover Year 8 subject choices; Year 9 subject choices; Y11 Next Steps; Sixth Form open evening and Y12 Destinations information evening. Representatives of the careers team attend events for specific year groups. Parent/carers can attend careers interviews by prior arrangement. Parents/carers are welcome to make contact with the Careers Leader should they have any questions or concerns.

Delivery of the Careers Programme

Careers education forms an integral part of the curriculum in the Personal Development programme. The CDI Career Development Framework sets out six learning areas that form the themes throughout careers work from Year 7 to Year 13:

Across all year groups:

Form time: During Form time all students receive opportunities to meet and have encounters with Employer/Experience of Workplace/Post 16 FE options/Post 18 HE encounters

LMI assembly: Each year group will have an assembly that is age appropriate focusing on local labour market updates and opportunities. This aim to ensure all students know about the local industry and skills required for these in demand roles.

Unifrog: Is a tool for students to research career opportunities and identify action points to work towards these goals. The site covers apprenticeships, University and College. All students will be given the opportunity to learn how to navigate the platform and how to record meaningful encounters and experiences that they have had throughout their time at school

Careers in Personal Development Lessons: In KS3 and 5 all students receive weekly lessons on Personal Health Social and Economic Education. At KS4 students receive 10 drop down mornings one form time per week on Personal Health Social and Economic Education. As part of this provision students receive age-appropriate information on career opportunities, employment rights, further education and progression guidance.

Years 7, 8 and 9

Key Activities: Y8 Subject Choices and Y9 Subject Choices

By the end of year 9 students will have had the opportunity to:

- Build on their understanding of the full range of 14-19 opportunities for progression to make an informed choice of GCSE options
- 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.
- Develop their self-awareness and understanding of their strengths, achievements and weaknesses and received support to evaluate how these might inform future choices in learning and work.
- Hear from and visit a Higher education provider

Year 10

Key Activities: Work Experience

By the end of Year 10 students will have had the opportunity to:

- Continue develop an enhanced self-knowledge, career management and employability skills.
- Experience the world of work through work experience if appropriate.
- access the resources to complete their Sheffield Progress application.

Year 11

Key Activities: Sheffield Progress and Post-16 applications

By the end of Year 11 students will have had the opportunity to:

- Continue develop an enhanced self-knowledge, career management and employability skills.

- Effectively use ICT software and other sources of advice to investigate and explore future choices and progression routes, with support as required
- Apply for Post-16 options, and back up plans where necessary, with support as required
- Directly access employers, colleges and training providers of further and higher education.
- Receive 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.

Year 12 and 13

Key Activities: Post-18 applications and work experience

By the end of sixth form students will have had the opportunity to:

- Enhance their self-knowledge, career management and employability skills.
- Effectively use ICT software and other sources of advice to investigate and explore future choices and progression routes.
- Experience the world of work through work experience if interested.
- Directly access employers, colleges and training providers of further and higher education.
- Access 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.
- Access 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 Next Steps evening and Sixth Form Open Evening we aim to give parents/carers and students a view of young, successful career people. The destinations of our leavers are closely monitored and younger students informed so that we are aware of trends and opportunities.

Roles and responsibilities

The **governing board** are responsible for nominating a link governor to support the careers work within school and approving the Careers Strategic Plan, Careers Development Programme and this Policy.

The **senior leadership team link** has a holistic overview of CEIAG and all the components and is also responsible for Personal Development, coordinating the delivery of the careers programme within Personal Development.

The **careers leader** oversees CEIAG, manages the delivery of the work experience programme and careers appointments for the careers advisor.

We are well supported by our Level 6 qualified and impartial **careers adviser**. Ensuring careers guidance interviews take place on a one-to-one basis for all Y11 students in the first term ahead of the internal Sheffield Progress application deadline. Interviews for sixth form students are available through the academic year on request or referral, and for KS3 and Y10 students in the spring and summer term. This is a great achievement.

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.

The introduction of Subject Careers Champions will have responsibility of supporting subject leaders in the implementation of careers learning in their schemes of work, producing subject specific career displays and encouraging students interests in their subject areas for further studies and/or careers pathways.

All staff have a responsibility to recognise where CIEAG would support a student's development and to act as appropriate in the students' best interests.

Staff development

Form tutors and teachers are introduced to the programme, it's aims and available resources at training sessions. All student facing staff will have a 1 hour CPD session on the LMI, delivered annually. The Careers Leader attends events and careers network meetings to keep up to date with best practice and legislation.

Funding

Funding is allocated in the academy to a careers annual budget, maximum use will be made of quality assured free resources and currency/longevity of careers materials is taken into consideration when purchasing priced materials.

Resources

The school has accessible careers resources on display on notice boards as well online with links available via the website, and loanable books in our library.

Past students and parents are a valuable resource and come in to help with careers work. We are also for 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, evaluated and reviewed regularly to ensure progressive development and suitable content for each cohort. We consider informal and formal measures as well as hard and soft student outcomes.

- Student feedback from specific events and overall annual programme delivery
- Staff feedback from lesson and on events supported
- Informal feedback from parents and external partners
- Post-16 and Post-18 student destination data
- Regular Compass+ evaluations
- Quality Assurance of careers lessons and guest speakers programme

Stakeholders and partners

To support the careers programme a range of external providers such as local colleges, training providers, apprenticeships organisations, universities, employers/employees.

The Provider Access Policy is available to view on the Tapton School website.

The Careers and Enterprise Company; See It Be It support the finding of employer and business links, with our network continuing to grow and develop we look forward to inviting school alumni in over the coming years.

Taking care in all circumstances the contacts are appropriate for the event and relevant checks/procedures are followed.

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.

Tapton School Careers Programme

[Tapton School - Careers](#)

Provider Access Policy

[download.asp \(taptonschool.co.uk\)](#)

Gatsby Benchmarks

[Good Career Guidance | Education | Gatsby](#)

CDI framework

[Careers Framework \(2020\) \(thecdi.net\)](#)