



MURRAY PARK SCHOOL

Title of Policy	Careers, Employability and Enterprise Policy
Date of adoption	Autumn 2016
Originator	Maureen Bathurst
Date of review	Autumn 2019
Additional information	

Throughout this document Parent refers to Parent/Carer

Introduction -The Whole School Context

The school policy for Careers, Employability and Enterprise sits within the mission statement.

R - Respect
E- Enjoyment
Achievement
Co-operation
H- High Expectations

Definitions:

Careers:

Careers consists of Careers Education, Careers Guidance and Careers Information. The four main themes for this are;

- planning for change,
- decision making
- self-development
- making guided choices

Employability

Employability describes the skills, attitudes and behaviours that allow young people to find, keep and progress within work

Enterprise

Enterprise can refer to an organisation or entrepreneurial activity and an individual's eagerness to do something new and clever, despite any risks.

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives.

Schools have a statutory duty to provide careers education in years 7-11 and to give students access to careers information and guidance. "Section 29 of the Education Act 2011 placed schools under a duty to secure access to independent careers guidance for their pupils in years 9 to 11. From September 2013 this extended to years 8 to 13 and revised statutory guidance has been published to reflect this change"

Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. It must also include information on options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

Murray Park is committed to providing a planned programme of Careers, Employability and Enterprise for all students in years 7-11. We also endeavour to follow the Careers Development Institute (CDI) Careers Framework (November 2015) and other relevant guidance from the DfE, QCA and Ofsted, People's Information, Advice and Guidance. We meet our legal responsibility for securing access to independent and impartial guidance for all pupils in years 7-11. Independent is defined as external to schools, impartial is defined as showing no bias or favouritism towards a particular option and careers guidance refers to services and activities to assist pupils to make and implement education, training and occupation choices to learn how to manage careers. Young people have the opportunity to

develop their knowledge and skills so they make the right choice and effective transition to their preferred pathway.

We believe that all young people and parents will need advice, guidance and support in working towards and planning for the future after leaving the academy. Parental involvement is seen as an integral part of careers, employability and enterprise education. We aim to provide a relevant and personalised Careers, Employability and Enterprise programme for students at the appropriate stage in their learning.

To secure the best chances our young people have in gaining employment and at the same time addressing the skill needs of employers in our area, we are working to the D2N2 Careers, Employability and Enterprise Framework. This framework provides the methodology by which we can significantly improve the employability and life skills of our young people regardless of their academic ability or which career pathway they chose to take.

The adopted framework consists of 10 key goals which young people should have the opportunity of developing before they leave full time education:

- Invest in themselves, recognise their own strengths and values, and take responsibility for developing their work readiness skills and behaviours. Self-motivated.
- Have the tools and skills required to present themselves to a future employer- Self-assured
- Have high aspirations for themselves- Aspirational.
- Understand the opportunities available to them locally and beyond and make realistic choices. Informed.
- Have experiences of work that is rewarding and fulfilling- Experienced.
- Achieve qualifications valued by employers- Achieving.
- Understand that employers want people who will work hard and are accountable for their actions- Accountable.
- Understand that employers want young people who can listen and learn from their successes and their mistakes, and keep going- Resilient.
- Work creatively to achieve their potential and that of the business- Entrepreneurial
- Have effective communication and co-working skills- Co-operative.

We will work to ensure that all young people have opportunities to access Careers, Employability and Enterprise programmes that will develop high aspirations and inform young people on a broad and ambitious range of careers. Modern careers guidance is as much about inspiration and aspiration as it is about advice. Partnership working with employer networks, FE colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals will motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.

We will work with families to support them in overcoming the cultural obstacles that often stand in the way of the most able pupils from deprived backgrounds attending university and progressing into high level jobs in the labour market.

Expectations will be set high, including for the most vulnerable and those with special educational needs and disabilities, so that every pupil is stretched and acquires the attributes that employer's value. This will help every young person to realise their potential and so increase economic competitiveness and support social mobility.

The Careers, Employability and Enterprise programme will enable pupils to:

- Develop an understanding of their own skills, values and aspirations.
- Navigate pupils through the diverse career opportunities available to them.
- Understand the realistic opportunities that will exist in the labour market when they leave education.
- Develop their communication, team working, commercial awareness and other employability/work related learning skills.
- Search out and secure progression opportunities that uses pupil's talents to support a healthy economy.

The impact of the Careers, Employability and Enterprise programme will be that pupils are:

- Driven and self-directed.
- Self-assured and informed.
- Self-aware and resilient.
- Enterprising and entrepreneurial.
- Proud of themselves.

The National Context

There have been significant changes in government policy with regard to Careers and Work Related Learning Education. The key changes have been:

- Ofsted June 2015 –The common inspection framework: education, skills and early years. Para 28 & 31.
- March 2015, Careers guidance and inspiration in schools.
- February 2015, Lord Young – The Report on Small Firms.
- September 2014, the National Career Council published its second report "Taking action: achieving a culture change in careers provision".
- June 2014, Lord Young – Enterprise for All.
- In 2010, the Department for Education (DfE) published an Evaluation of Careers Education in Primary Schools.
- Report on Small Firms, 2010 – 2015: By the Prime Minister's Advisor on Enterprise.

The statutory guidance clearly states that the governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the legal requirements. The statutory duty requires governing bodies to ensure that all registered pupils are provided with independent careers guidance from year 8 to year 11. This guidance must:

- Be impartial.
- Include information on the range of education or training options, including traineeships, apprenticeships and other vocational pathways.
- Promote the best interests of the pupils to whom it is given.

In relation to pupils with special educational needs or disabilities the guidance states:

Many pupils with SEN and disabilities are capable of sustainable employment and professionals working with these young people should share that presumption and help them develop the employability skills and experience to succeed, including supported internships for young people with ECHP plans.

Families need to understand that the some children with SEN and disabilities, with the right support, can find paid work, be supported to live independently, and participate in the community.

Partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups are important to help young people understand what is available to them as they get older. For children with EHCP plans, they need to understand how Personal Budgets can be used to access activities to promote greater independence and learn life skills.

For teenagers, preparation for adult life needs to be a more explicit element of their planning and support, focusing on preparation for adulthood, including employment, independent living and participation in society.

The Regional and Local Context

D2N2 is the Local Enterprise Partnership for Derby, Derbyshire, Nottingham and Nottinghamshire. Their vision is for a more prosperous, better connected, and increasingly resilient and competitive economy. The D2N2 'Skills for Growth Strategy' is a shared understanding of local skills and business needs.

It is identified that there are 8 growth sectors for employment and these are:

- Visitor Economy;
- Construction;
- Life Sciences;
- Transport & Logistics;
- Creative Industries;
- Low Carbon Goods & Services;
- Transport Equipment Manufacturing and;
- Food & Drink Manufacturing.

Links with other policies

The policy combines with the SIP, other key school policies e.g. Assessment and Equal Opportunities, Educational Visits, Health and Safety, SEND Policies

Links with employers, providers, schools, colleges and academies

Murray Park has many establishments offering support and is a member of the Careers Development Institute. Our links are as follows:

- TES Growing Ambitions;
- National Guidance Research ForuCareers England;
- International Centre for Guidance Studies (UOD);
- Prospects;
- CASCAiD/Inspiring Futures;
- ACEG
- STEMNET;
- NHS Careers;
- National Apprenticeships Service;
- Derby College;
- NCN; New College Nottingham
- Burton College;
- Rolls Royce;
- Bombardier;
- JCB

- Toyota
- Derbyshire EBP; Futures
- E4E – Enterprise for Education
- The Derbyshire and Nottinghamshire Chamber of Commerce (including Schools Forum);
- Sector Skills Council for engineering – SEMTA;
- Sector Skills Council for Construction – CITB;
- Local training providers; Juniper Training, Learning Unlimited, 3AAA and many more
- University of Derby, University of Nottingham, Nottingham Trent University, Sheffield Hallam University, and The University of Lincoln and;
- Chartered Institute of Personal Development (CIPD).

Aims of the Careers, Employability and Enterprise Programme

The programme is structured around The D2N2 Careers, Employability and Enterprise Framework and the three core aims of the CDI Careers Framework which presents learning outcome statements for students across seventeen important areas of careers, employability and enterprise skills:

Developing yourself through careers, employability and enterprise education
 Learning about careers and the world of work
 Developing your career management, employability and enterprise skills

The objectives of the Careers, Employability and Enterprise programme

The Careers, Employability and Enterprise programme will enable pupils to:

- Develop an understanding of their own skills, values and aspirations.
- Navigate pupils through the diverse career opportunities available to them.
- Recognize and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities in relation to these issues.
- Understand the realistic opportunities that will exist in the labour market when they leave education.
- Be able to find relevant job and labour market information (LMI) and know how to use it in their career planning.
- Learn about careers and the world of work.
- Know to access impartial careers, information and advice and guidance.
- Develop their communication, team working, commercial awareness, enterprise and other employability/work related learning skills.
- Search out and secure progression opportunities that uses pupils talents to support a healthy economy.
- Improve behaviour and attendance.
- Be aware of their responsibilities and rights as a student, trainee or employee for following safe working practices.
- Use social media appropriately.
- Build and make the most of their personal network of support and employer contacts.
- Use appropriate resources to research their further education, training, apprenticeship, employment and volunteering options including accessing information about their best progression pathways through to specific goals.
- Know their rights and responsibilities in a selection process and have the strategies to use to improve their chances of being chosen.

The impact of the programme will be that pupils are:

- Driven and self-directed.

- Self- assured and well informed to make realistic decisions about their future.
- Responsible for their own progress, achievement and well-being.
- Self- aware and resilient.
- Enterprising and entrepreneurial.
- Proud of themselves.
- Able to aspire, enjoy and achieve.

The Offer

KS3 activities

- Enterprise programme
- Charity Competition
- Financial Awareness
- Personal Development Modules
- Skills Development Modules
- The opportunity to access to face-to-face impartial careers information advice and guidance interviews they may need for Y9 Options and Choices
- Support at parent information evenings
- Faraday Challenge
- Industry Day

KS4 activities

- Work Experience for GCSE Health and Social Care students and Rolls-Royce Young Apprentices
- WOW (World of Work week)
- Raising the Grade Maths, English, Science
- Mock Interviews
- CV Workshops
- University Visit
- Toyota Visit
- Big Bang NEC Birmingham
- STEM Club
- NHS Careers Day
- Bombardier
- Derbyshire Skills Festival
- Big Bang @ Roundhouse and @ NEC Birmingham
- World Skills Show @ NEC Birmingham
- Women into Engineering
- Financial Awareness
- Personal Development Modules
- Skills Development Modules
- Poet 16 Options Evening
- Employer/Training Provider led assemblies
- Apprenticeship briefings
- Employability and Job Search Programme (career planning, applying for jobs, interview techniques, developing a toolkit of employability skill as part of WOW week
- Sector specific parent/student briefings)
- Public Speaking Competition
- National Citizen Service
- The opportunity to access to face-to-face impartial careers information advice and guidance interviews they may need
- Support at parent information evenings

- Employer mentoring

Implementation of this strategy

Audit current provision across all year groups and curriculum areas to ensure that all students have the opportunity of achieving the relevant D2N2 Careers, Employability and Enterprise goals and the school is fulfilling their statutory requirements

Complete the D2N2 Strategic Careers, Employability and Enterprise Self-Assessment Tool

Have a dedicated governor to ensure effectiveness and leadership of the programme

Deliver a coherent programme across all year groups with relevant clear progression routes. This programme to link to the established off timetable days and the employability programme

All staff contribute to the careers education and IAG delivered through their roles as tutors and subject teachers, during mentoring/tutorial time/annual reviews

The careers education and IAG programme includes career guidance activities delivered to cohort, small group sessions, off timetable events and individual interviews.

Schemes of work will include appropriate and timely work related learning aspects delivered by subject teachers in the curriculum.

Evaluate all programmes to understand the impact

The training and support needs of staff involved in coordinating, delivering and supporting careers education guidance and IAG are identified and met through the CPD programme.

Equal Opportunities

All information, advice and guidance will be provided impartially to all students and will be provided free of bias to comply with the Equality Act 2010 and the Careers Development Institute Code of Ethics. Students will be encouraged to look at careers and courses outside the normal gender stereotypes.

Following the new guidance all students with SEND will be entitled to transition plans. Where a student has an Education Health Care Plan, all reviews of that plan from Year 9 and onwards will include a focus on preparing them for adulthood, independent living, employment and participation in society. Pupils with SEND will receive independent and impartial advice about mainstream education, training and employment opportunities on offer, regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.

School Community

Pupils, teachers and parents are made aware of the entitlement through the newsletters, tutor notices, pupil planners and school prospectus. Information about this also appears on the school website. Pupils are encouraged to view their entitlements regularly during tutorial settings. Access to the School's Careers Advisor, Mentors, teaching staff and other members of the department during parents evening.

Useful Website Links

<http://murraypark.derby.sch.uk/>

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

<http://nationalcareersweek.com>

<http://www.ideas4careers.co.uk>

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

<http://www.thecdi.net>

<http://icould.com/resources>

<http://www.plotr.co.uk>

<http://www.careersbox.co.uk>
<http://www.notgoingtouni.co.uk>
<http://www.d2n2.co.uk>
<http://www.stemnet.org.uk/>
<http://www.ucas.com>
<http://www.futuremorph.org>
<https://www.gov.uk/government/publications/skills-and-employment-in-the-uk-the-labour-market-story>
<https://www.gov.uk/government/publications/jobs-and-skills-in-2030>

11. Statutory Guidance

The duty to secure independent and impartial careers guidance for young people in schools.
Ofsted – Going in the right direction September 2012.

Learner Voice - Career learning and employers: What young learners in Mansfield want from their careers programme in school.

Special educational needs and disability code of practice: 0 to 25 years, statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities – July 2014.