



**Hambrook**  
School

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# CAREERS ADVICE AND GUIDANCE POLICY– 2023/24

This policy is reviewed annually.

Approved/ reviewed by	
Emile Etheridge	
Date of next review	June 2024

## Key staff involved in Careers Education

<b><u>Role</u></b>	<b><u>Name(s)</u></b>
Headteacher	Emile Etheridge
Deputy Head (SENCo )	
Careers and Employability Lead for the Outcomes First Group	Kelly Spence
Group Careers Advisor - <i>Level 6 CDI</i>	Beckie Jones

## Introduction

At Hambrook School, we have chosen to adopt the Oxford English Dictionary's definition of "career" i.e. "a person's course or progress through life" when designing our Careers Programme. Our intention is to provide all of our pupils and their families with the information they need to make informed choices about their futures. The school's ethos is taken into account at every step of the way 'we care, we strive, we grow, we thrive'.

We aim to support our pupils to achieve their full potential both within our school setting and in the future whether they go onto further education, access an apprenticeship, taken on paid or voluntary employment, or access adult services. This careers programme has been designed to meet the requirements of the Gatsby Benchmarks.

<b>Gatsby Benchmark</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
1.A stable careers programme	To provide a programme of careers education and guidance suitable for all of our pupils.	Careers education and guidance, and work-related learning will be embedded throughout secondary education. All teachers will be supported to deliver appropriate sessions for their pupils.	All pupils (and their families) will be well-informed about their options and be supported to make decisions.
2. Learning from career and labour market information	To provide opportunities specific to the pupils' local area. As we have pupils travel from various places within the county and beyond, it is necessary not to solely focus on the Attleborough area, but further afield too.	Regular opportunities to engage with the wider community will be provided. Pupils will continue to have access to work experience, where suitable.	All pupils will know about the opportunities within their local community with regard to their futures.
3. Addressing the needs of each pupil	To provide careers education and guidance which is bespoke to our pupils ensuring that their needs are fully met.	We know our pupils well and therefore are able to offer those careers education and guidance which meets their needs. Furthermore, we also liaise with	Ensuring that the needs of each pupil are met means that our pupils have a much higher chance of fulfilling their ambitions and

		parents/carers (at annual reviews) to ensure that we have a full picture about future ambitions	reaching their full potential.
4. Linking curriculum learning to careers	To link suitable areas of the curriculum to careers including our pupils' own ambitions and aspirations.	Where opportunities present themselves, other areas of the curriculum will link to careers. These will be detailed on teachers' planning.	Careers will not be viewed as a stand-alone area within Hambrook School as it is an integral part of learning and life.
5. Encounters with employers and employees	To provide regular opportunities to engage with local employers and employees.	We will host an annual 'Enterprise Encounters Day' where local employers and employees will come into school and lead sessions with which our secondary pupils can engage. Teachers will also be free to plan additional opportunities suitable to their pupils' individual needs and abilities.	Pupils will experience a variety of activities linked to work carried out by local employers and employees. For some, this will broaden their horizons, showing them what is possible. For others, it will help them establish likes and dislikes with regard to careers and beyond.
6. Experiences of workplaces	To allow all pupils to experience local workplaces.	All pupils will have the opportunity to visit at least one workplace each academic year. Where suitable, pupils will also have the opportunity to take part in work experience within the local community.	Pupils will experience what happens in workplaces and some will gain understanding about workplace behaviour and protocols. Pupils will also have the opportunity to practise work skills in retail and animal care.
7. Encounters with further and higher education	To provide pupils with the opportunity to see future placement opportunities.	During their time in Post 16, all pupils will have the chance to visit colleges and day service providers within the local area.	Pupils, and their parents, will have a clear idea what opportunities exist and also of likes and dislikes regarding potential future placements and can make important decisions using this information.
8. Personal guidance	Pupils will receive guidance from a	All pupils will have at least two meetings with	Following these careers guidance

	qualified careers adviser.	a qualified careers adviser during their time in the secondary department and a further one in Post 16. During their time at APS, all pupils will be encouraged to 'shine' and strive to achieve their dreams. In Post 16, the curriculum is organised so that pupils can choose, with support, which vocational pathway to follow thus making learning bespoke to individual needs and wishes.	meetings, pupils, and their parents, will have a clearer picture of their aspirations and how those can be achieved. Pupils will follow a path which is suited to their individual needs and wishes.
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Our careers programme will be evaluated to ensure it is meeting the needs of our pupils. We will do this by:

- Getting feedback from pupils and parents/carers after careers events
- Getting feedback from staff and volunteers after careers events
- Getting feedback from staff in work placements

## Provision throughout each Key Stage

### Key Stage 2

At key stage two pupils can be helped to think about the tasks and skills that a job actually entails. Pupils may be able to identify future possible jobs for themselves at this stage. Pupils may also be able to identify possible jobs for themselves at this stage, but this will be dependent upon the level of knowledge that they have and their exposure to thinking about occupations. This can be enhanced through the provision of external speakers and educational visits to encourage younger pupils to think about future job roles.

### Key Stage 3

The framework recognises that pupils are making good progress if they can explain the requirements of a particular job that appeals to them and if they can mention an interest or skills that they possess to justify this as a choice for them. It also focuses on helping pupils to understand different viewpoints about careers and work besides their own and to open their minds to new possibilities. Pupils at Key Stage 3 benefit from activities that support personal reflection and help them to focus on what they have to offer in career terms and not just what they want to take, i.e. to see themselves as providers of skills and expertise that employers want and not just as consumers of careers that take their fancy. This is a great time to help pupils become connected with their communities and to understand the work that needs to be done to sustain the community in which they live. Exploring the world of work is a valuable way of enlarging their vocabulary and understanding of publicly held concepts about careers and work as well as developing their literacy and numeracy skills. It is also important at this stage to tap into their real life experiences and concerns so pupils feel strongly about injustice and will readily understand the impact.

### Key Stage 4

At Key Stage 4, pupils will develop their capacity for self-reflection and realistic appraisal of their choices and opportunities. The formation of relatively stable, long-term occupational interests is also a feature can be accelerated by well-designed careers and work-related education programme. Although their understanding of their own capacities is becoming more realistic, unrealistic aspirations remain a problem for some. Learning at this stage, which focuses on how to respond to influencers and chance events 'happenstance' and serendipity, is particularly helpful. Pupils need help to understand the psychosocial as well as the physical and economic impacts of their choices.

### Post 16

Our Post 16 provision offers a semi-formal curriculum with a holistic approach that focuses on developing Independent Life skills and Preparing for Adulthood We provide a variety of vocational options that have been developed to give learners the opportunity to:

- Experience more than one vocational sector where they have not yet decided on a specific sector to follow
- Develop knowledge, understanding and skills of difference vocational sectors to motivate them to progress to higher-level qualifications or employment in a specific sector.

- Develop cross-cutting employability skills through carrying out practical activities in a vocational context
- Engage in learning which is relevant to them and provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- Progress to employment.

### Career of the week

Each week the entire school will consider a career of the week, this can be approached in a number of ways. The Career of the week is to be covered in circle time, tutor time, assemblies or during breakfast club discussion, to ensure careers coverage is cross curricular.

Some of the ways the career of the week could be approached are:

- Encourage students to share what they already know about the job.
- Students could then research the career –and find a fact to share with the group.
- Students could create a fact page of their own about it.
- Students could share 1 reason the job could be interesting /enjoyable or a reason it could be challenging.
- Students could compare the salary to a previous job studied.
- Students could vote as to whether they would prefer this job or the previous one studied.
- Students could create their own job advertisement for the role.
- Students could draw what they think the uniform might look like.
- Students could design their own uniform for the job.
- Students could design their own business premises for the career.
- Role play