



Outcomes
First Group



Hambrook
School

Careers Policy

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1.0 KEY STAFF INVOLVED

Headteacher	– Emile Etheridge
Deputy Headteacher	– Abigail Dearling
Assistant Headteacher	– Florence Robinson
Careers and Employability Lead	– Kelly Guthery
Apprentice Regional Future Advisor (Level 6 CDI)	– Oliver Masters
Hambrook School Careers Lead (In Training)	– Daniel Kington

2.0 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 our students 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 on to further education, access an apprenticeship, take on paid or voluntary employment, or access adult services. This careers programme has been designed to meet the requirements of the Gatsby Benchmarks.

Gatsby Benchmark	Intent	Implementation	Impact
A stable careers programme	To provide a programme of careers education and guidance suitable for all our students.	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 students.	All students (and their families) will be well-informed about their options and be supported to make decisions.

Learning from career and labour market information	To provide opportunities specific to the students' local area. As we have students travel from various places within Sussex, it is necessary not to solely focus on the Burgess Hill area but further afield too.	Regular opportunities to engage with the wider community will be provided. Students will continue to have access to work experience, where suitable.	All students will know about the opportunities within their local community with regard to their futures.
Addressing the needs of each student	To provide careers education and guidance that is individually tailored to our students, ensuring that their needs are fully met.	We know our students well and are able to offer careers education and guidance that fully meets their needs. Furthermore, we also liaise with parents/carers (at annual reviews) to ensure that we have a full picture about future ambitions.	Ensuring that the needs of each student are met means that our students have a much higher chance of fulfilling their ambitions and reaching their full potential.
Linking curriculum learning to careers	To link suitable areas of the curriculum to careers, including our students' 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 standalone area within Hambrook School as it is an integral part of learning and life.
Encounters with employers and employees	To provide regular opportunities to engage with local employers and employees.	Students will access a local careers fair at least once in the academic year; local employers, professionals and practitioners will come into school and lead sessions with which our secondary students can engage. Teachers will also be free to plan additional opportunities suitable to their students' individual needs and abilities.	Students will experience a variety of activities linked to work carried out by local employers, professionals and practitioners. 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.
Experiences of workplaces	To allow all students to experience local workplaces.	All students will have the opportunity to visit at least one workplace each academic year. Where suitable,	Students will experience what happens in workplaces, and some will gain

		students will also have the opportunity to take part in work experience within the local community.	understanding about workplace behaviour and protocols.
Encounters with further and higher education	To provide students with the opportunity to see future placement opportunities.	During their time in post-16, all students will have the chance to visit colleges and day service providers within the local area.	Students, and their families, 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.
Personal guidance	Students will receive guidance from a qualified careers adviser.	All students will have at least two meetings with a qualified careers adviser during their time in the secondary department and a further one in post-16. During their time at Hambrook School, all students will be encouraged to 'shine' and strive to achieve their dreams. In post-16, the curriculum is organised so that students can choose, with support, which vocational pathway to follow thus making learning bespoke to individual needs and wishes.	Following these careers guidance meetings, students, and their families, will have a clearer picture of their aspirations and how those can be achieved. Students will follow a path which is suited to their individual needs and wishes.

Our careers programme will be evaluated to ensure it is meeting the needs of our pupils. We will do this by:

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

3.0 PROVISION THROUGHOUT EACH KEY STAGE

Key Stage 2

At key stage two students can be helped to think about the tasks and skills that a job actually entails. Students may be able to identify future possible jobs for themselves at this stage. Students 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 students to think about future job roles.

Key Stage 3

The framework recognises that students 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 students to understand different viewpoints about careers and work besides their own and to open their minds to new possibilities. Students 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 students 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 students feel strongly about injustice and will readily understand the impact.

Key Stage 4

At Key Stage 4, students 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 that can be accelerated by a 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. Students 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 students 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 different 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 within a vocational context
- Engage in learning that 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, and
- Progress to employment.

Career of the week

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

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

- To 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 ONE reason the job could be interesting /enjoyable, or a reason why 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.



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