



The Royal Harbour Academy

Career Education and Guidance Policy

Review date: January 2021

Date Ratified: 28/01/2021

School Website: YES

Signed by Chair of Governors:

Reviewed yearly

Next Review date: January 2022

Vision, Values and Aims

This policy is underpinned by our long-term vision and core value, that every student at The Royal Harbour Academy has the opportunity to be a global citizen. It is important to us at The Royal Harbour Academy to give our students the support and guidance they need in planning their future. As part of the Coastal Academies Trust we strive to deliver a consistent and inspiring C.E.I.A.G programme, to ensure our students are prepared and confident with the transition into the working world. We work with many agencies to give students a broad insight into the many careers that are available for them to discover.

We are committed to implementing a careers programme that is progressive and that builds on skills learnt throughout their time in school. Our programme is designed to use local and national data about employment and recruitment and is designed to give students the skills and knowledge to have a long and successful career.

Aims

The Royal Harbour Academy’s Careers Education and Guidance policy has the following objectives in line with the Gatsby Eight Benchmarks for Careers Excellence when delivering the careers programme in school:

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information (LMI)
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for student to encounter employers and employees
- To support students to obtain work experience placements at year 10 and 12
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education

Statutory Requirements and Expectations

The school is highly committed to fulfilling its statutory duties by ensuring that the provisions implemented meet the Gatsby Foundation’s benchmarks of “Good Careers Guidance” by the end of 2020.

1.A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is	Every school should have a stable, structured careers programme that has the
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	known and understood by students, parents and carers, teachers, governors and employers.	explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables students, parents and carers, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from students, parents and carers, teachers and employers as part of the evaluation process.
2.Learning from career and labour market information	Every student, and their parents and carers, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3.Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development. Schools should collect and maintain accurate data for each student on their education, training or employment destinations
4.Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of	By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may

	career opportunities, and expand their networks	have. By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Learner Entitlement

Every student at The Royal Harbour Academy is entitled to high quality career education and guidance as part of their overall education which shall be achieved through the following programme of events, the content of these events changes.

Year 7

Weekly careers session within the tutor programme
A careers fair where they are able to have multiple meaningful encounters with local employers
Three careers days that look at careers within a specific subject
A minimum of one additional guest speaker

Year 8

Weekly careers session within the tutor programme
A careers fair where they are able to have multiple meaningful encounters with local employers
Three careers days that look at careers within a specific subject
A minimum of one additional guest speaker

Year 9

Weekly careers session within the tutor programme
A careers fair where they are able to have multiple meaningful encounters with local employers
Three careers days that look at careers within a specific subject
A minimum of one additional guest speaker
Support from a careers advisor for choosing GCSE subjects
Assemblies tailored to careers progression

Year 10

Weekly careers session within the tutor programme
A careers fair where they are able to have multiple meaningful encounters with local employers
Three careers days that look at careers within a specific subject
A minimum of one additional guest speaker
Assemblies tailored to careers progression

Year 11

Weekly careers session within the tutor programme
A careers fair where they are able to have multiple meaningful encounters with local employers
Three careers days that look at careers within a specific subject
A minimum of one additional guest speaker
1-1 assistance with application writing
Assemblies focussed on careers and support
Unbiased guidance at Raising Achievement meetings

Sixth Form

Partnership with local universities; Kent and CCCU. Various outreach activities and engagement such as Kent's Succeed Programme
Skills for success workshops delivered through IB core
VESPA activities delivered through IB core
1 to 1 mentoring within tutor
WEX within courses

NCS links

Undertake bespoke programmes of activity through links with KMPF

Links with local businesses at The Marlowe Innovation Centre.

Careers days led organised and delivered by EBP

Careers focus within tutorial and assemblies.

SEN

Those students with additional needs are given additional guidance and support to the activities above.

Students with an EHCP are given three hours of additional support from a professional and qualified careers advisor throughout their school career.

Management and Delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme, in order to achieve this we have a designated Careers Leader (Mr S Wall) who works closely with multiple practitioners and staff at The Royal Harbour Academy. The programme is delivered in collaboration and consultation with a multitude of professionals. Each subject within the curriculum must include careers within their department improvement plans and this is supported and reviewed by the senior leadership team.

Delivery of the schools career programme is the responsibility of all members of staff and staff are reminded of their responsibility to deliver support and guidance.

Roles and Responsibilities

Careers Leader - Plan, coordinate and evaluate the careers programme. Plan and implement work experience for Y10 students and assist with work shadowing in Years 12 and 13.

Head of Sixth Form - Plan, coordinate and evaluate the careers programme for sixth form. Plan and implement work shadowing in Year 12 and 13.

Form Tutors - Deliver weekly careers sessions, deliver support and guidance in line with need and when requested by Careers Lead.

Subject Leads - Create and develop subject specific content for delivery. Deliver support and guidance in line with need and when requested by Careers Lead.

Teachers - deliver subject specific content as required by Subject Leads. Deliver support and guidance in line with need and when requested by Careers Lead.

HOY - deliver support and guidance in line with need and when requested by Careers Lead.

Staff Development

Staff development for the careers programme is through the whole school CPD programme and is identified, planned and coordinated by the Careers Leader and Deputy Headteacher.

Funding and resources

Funding is set out in the schools annual budget. The careers leader is responsible for any external bids made and the allocation of funding received.

Monitoring, reviewing, evaluating and reporting

Resources are created and monitored by the Careers Leader. All external resources are reviewed and monitored to ensure appropriateness and quality.

Forms of informal monitoring within school are:

- Lesson and tutor observations within the tutor time programme
- Developmental activity is identified annually in the SIP and the Head of Careers works towards an annual strategic action plan
- Feedback on the effectiveness of the CEIAG programme is sought through focus groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.