



QUORN HALL  
SCHOOL

# Careers and Employability Policy

**Person Responsible:** Headteacher

**Last reviewed on:** 18th April 2023

**Next review due by:** 17th April 2024

**Created:**

**Revisions:** Annually (12th February 2021; 19th January 2022)

Quorn Hall School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give students options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

Within the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not

- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR (HR)
- Peninsula BusinessSafe (Health and Safety)
- Due Diligence Checking (DBS)
- Educare (online CPD)
- National College (online CPD)
- School Pro (Data Protection)
- Neotas (Online searches / Social Media checks)

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## **1. Key Staff**

The member of staff in charge of careers provision at Quorn Hall School is Emma Brooks.

## **2. Introduction**

Quorn Hall School aims to have high quality careers advice and guidance, in order to support our high achieving and ambitious pupils. This is developed throughout a pupil's time at the school and is always supportive of their aspirations, strengths and skills.

The focus of the support is aimed at ensuring all pupils have an opportunity to achieve their aspiration.

Our strategy has been developed in line with the statutory Careers Guidance for Schools (January 2023) and the Gatsby Benchmark Framework.

## **3. Aims and purpose**

The aims and purpose of the policy are to:

- prepare pupils for the transition to life beyond secondary school;
- support pupils in making informed decisions which are suitable and ambitious for them;
- provide pupils with well-rounded experiences;
- develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving pupils in the curriculum and in their careers;
- inspire and motivate pupils to develop their aspirations.

The impact of these aims will be that pupils:

- understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
- will be inspired about new opportunities they might not have known about or thought they could not achieve;
- understand their own knowledge and skills and how they can be used in the workplace;
- get, hold and progress in a job, whatever their age, ability or background;
- increase the amount they earn across their working lives;
- improve their well-being through doing a job they are good at and enjoy.

The school will deliver careers education information, advice and guidance (CEIAG) in line with statutory guidance and recommendations contained in documents such as:

- 1997 Education Act;
- 2003 Education Regulations;
- 2011 Education Act;
- National Framework for CEG 11-19 in England (DfES, 2003);
- the Young People's IAG Standards (DCSF, 2007);
- the statement of careers education principles (DCSF, 2008);
- Career, work-related learning and enterprise 11-19: A framework to support economic wellbeing, QCA (2008);
- The Gatsby Benchmark Current Toolkit and Advice;
- Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form college (January 2023).

At the heart of this guidance is:

- impartiality;
- information on a range of pathways, including university options or apprenticeships;
- adaptation to the needs of the pupils, including those with protected characteristics.

## **Careers Provision at Quorn Hall School**

From January 2019 all schools were required to use the Gatsby Benchmarks to meet department for Education targets by 2020.

### **From 2020: All our pupils have access to the following:**

- Extra-curricular activities and visits, which support pupils in developing their understanding of a range of different subjects.
- Encounters with employers in a range of careers that inspire and motivate the pupils.
- Access to online resources such as Unifrog;
- Careers and labour market information;
- Career lessons as part of the curriculum.
- Additional support from the SENCO where appropriate.
- Support from an external careers advisor in KS4

## **Careers Advice**

At Quorn Hall School the Careers leader is responsible for developing a clear careers programme that is shared with all stakeholders via the school website. This has been developed in line with the Gatsby Careers Guidance.

## **Gatsby Careers Guidance Delivery**

The Gatsby Charitable Foundation has brought together the best national and international research to set out eight Benchmarks that define excellence in careers provision:

- Provision of the Gatsby Benchmarks was compulsory from September 2020;
- We audit our careers provision using an online Gatsby auditing tool and this results in a clear action plan for improving careers education. This audit/action planning is renewed on an annual basis.
- We publish details of our careers programme for young people online;
- We have a designated Careers Leader – Emma Brooks.

The benchmarks are as follows:

### **1. A Stable Careers Programme**

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.

### **2. Learning from Career & Labour Market Information**

Every pupil, and their parents, 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.

### **3. Addressing the Needs of Each Pupil**

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

### **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 career paths.

### **5. Encounters with Employers & Employees**

Every pupil 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.

### **6. Experiences of Workplaces**

Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

### **7. Encounters with Further and Higher Education**

All pupils 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.

### **8. Personal Guidance**

Every pupil should have opportunities for guidance interviews with a careers advisor, who could be internal or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils from KS3 but should be timed to meet their individual needs.

## **Destinations**

The school will record all pupil destinations at the end of Year 11, and additionally those pupils who depart mid-year. All other leavers destinations including those who are NEET (not in education, employment or training) will be available via the website.

Destination data will influence careers provision accordingly.

## **Delivery**

The careers programme is delivered through a designated careers session weekly in Key stages 3 and 4 but is also embedded across the curriculum.

## **Staff Development**

Appropriate staff will be trained annually in the use of any Careers based appropriate online programmes being used and will be kept up to date with any significant changes to statutory guidance. This is to ensure tutors and teaching staff can support pupils, and the careers curriculum, throughout the academic year.

The Careers Lead (if not already qualified) will seek advanced training e.g. Level 6 Diploma in Career Information and Advice or higher.

## **Monitoring and Evaluation**

The Careers Curriculum and associated plans and policy documents will be regularly monitored and reviewed by the Careers Lead and amended as necessary.

An evaluation of the retention and destinations data will enable measurement of success, which will be monitored by SLT and governors.

## **Policy Links**

This policy should be read in conjunction with the following policies:

- Curriculum Policy