

THE ARTS EDUCATIONAL SCHOOLS, LONDON SIXTH FORM

CAREERS POLICY

STATEMENT OF INTENT

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at ArtsEd DSSF. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

Aims and objectives

The ArtsEd DSSF careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school,
- ensure students' readiness to take their next step in their learning or career. ArtsEd DSSF follows the principles of the Gatsby Benchmarks (see references). The objectives for the careers programme are as follows:
 - Helping students to understand the changing world of work;
 - Facilitating meaningful encounters with employers for all students;
 - Supporting positive transitions post-16 and post-18 ;
 - Enabling students to develop the research skills to find out about opportunities;
 - Helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work ;
 - Encouraging participation in continued learning, including further and higher education and apprenticeships;
 - Supporting inclusion, challenging stereotyping and promoting equality of opportunity; and
 - Contributing to strategies for raising achievement, particularly by increasing motivation. Student entitlement All students are entitled to be fully involved in an effective careers programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- The support they need to make the right choices for Key Stage 4/GCSE, after Y11 and after Y13;
- Access up-to-date and unbiased information on future learning and training, careers and labour market information;
- Support to develop the self-awareness and career management skills needed for their future;
- Career lessons during tutor time from Y7 to Y13 covering options after school, the world of work, the job market and the skills needed for the future;
- A meaningful encounter with a representative from the world of work each school year; this could be through work experience, World of Work Week activities, assemblies, careers talks (in or outside lessons), projects and visits;
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school;
- The opportunity to relate what they learn in lessons to their life and career beyond school; and
- The opportunity to talk through their career and educational choices with staff including form tutors and the vocational staff.

Delivery of the Careers Programme

Careers education

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

Years 7, 8 & 9

Key activities: KS4/GCSE options choices. Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the KS4/GCSE options process.

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting.

Year 10

Key activities: Work experience. Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; an introduction to post-16 options. By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least 3 days in the workplace
- Experience a taster day in a sixth form or college setting
- Be introduced to the different Post-16 pathways.

Year 11

Key activities: Post-16 applications. Students will learn how to write a personal statement for post-16 applications; get support to apply for relevant sixth form courses; hear from guest speakers in assembly about sixth form, college and apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. These activities are supplemented with after-school support sessions with an individually assigned staff mentor. By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition

Year 12 & Year 13

Key activities: Post-18 applications, mock interviews / auditions and UCAS preparation. In Year 12, lessons include post-18 options, covering both university and alternatives to university. In addition, a range of other enrichment activities are available to support students to develop additional skills and knowledge. In Year 13, students will have a mock interview or audition, so lessons will help prepare students for this and explore how to get the most out of the experience. Students are supported through the post-18 application processes, including UCAS, work-related or college options. By the end of sixth form, all students will have had the opportunity to:

Use a range of resources (with support, as required) to explore Post-18 options

Develop their self-awareness and career management skills

Develop further experience in the workplace

Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

Staff Development

Form Tutors are introduced to the concepts, aims and programme for careers at ArtsEd DSSF at INSET days or Twilight sessions. The Director of Professional Development attends conferences and careers network meetings to keep up to date with best practice and legislation.

Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

Employer links

The school has exceptional links within the Performing Arts Industry, and has built strong relationships with a wide range of industry professionals who are regular visitors, leading sessions with students about the various career choices available within the Arts. Links with employers, businesses and other external agencies continue to grow through making contacts at networking events.

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after ArtsEd DSSF, while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified.

Monitoring and evaluation

- When monitoring the success of the careers programme, the school considers: formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.
- The careers programme is evaluated in a number of ways, including:
 - Student feedback on their experience of the careers programme and what they gained from it
 - Staff feedback on careers lessons, World of Work week activities, mock interviews etc
 - Gathering informal feedback from external partners and from parents
 - Quality assurance of careers lessons as part of the tutor time programme
 - Student destination figures post-16 and post-18.

References

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework

<http://www.thecdi.net/Careers-Framework-2018>

Review of Careers Policy

Policy written by:	Myles Stinton
Date policy reviewed	September 2018
Next review date:	September 2019

Circulated to the Governing body and teaching staff. This policy will be made available to parents and prospective parents on the website and on request.