



THE  
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# Careers Education & Guidance Policy

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**Co-ordinator:**

Signed by..... Margaret Chapman (Executive Headteacher)

Signed by..... Paul Lerwill (Chair of Governors)

## **Policy Statement**

The CEG programme at Adeyfield School seeks to help students make informed choices and transitions affecting their future education, training and employment. Specifically it is concerned with promoting self-awareness, self-development and personal assessment.

It aims to prepare young people for their working lives by enabling them to review previous transitions, their interests, aptitudes and preferred approaches to learning and to identify targets for developing skills to prepare for future choices and transition. The programme enables young people to develop the career management skills of decision-making, action planning and self-presentation.

Adeyfield School wants to ensure every child leaves school prepared for life in modern Britain. This means developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes which underpin success in education and employment.

Adeyfield School is committed to ensuring that students receive high quality, independent careers guidance to help pupils emerge from school more fully rounded and ready for the world of work. We want to ensure our young people are well-informed when making subject and career decisions.

Students are entitled to access our independent careers provision at any time from Year 7. Formal careers appointments for all students begin during Year 10.

At Key Stage 3 we aim to develop the skills and confidence needed to make realistic and informed decisions about KS4 courses and develop an understanding of self in relation to future roles and an understanding of work, training and continued education. Students are encouraged to improve self-awareness through encouraging the students to review their own interests, aptitude and preferred approaches to learning and preferred subjects.

At Key Stage 4 we aim to develop the skills and confidence to make realistic and informed decisions about their future beyond compulsory schooling and develop the skills necessary to manage the transition from KS4 into the Sixth Form or FE, training or employment. We encourage students to present themselves to make the most of any opportunity, and develop research skills so they can find out the information they need to make career choices. Students are supported in understanding how to write a CV and its importance in the interview process.

Our Key Stage 5 programme develops the skills acquired at Key Stage 4 to ensure students are fully informed about higher education and training opportunities, and the portfolios required for these. Students are encouraged to develop their understanding of independence and independent living ready for the next stage in their life both in and out of education. Links with employers, trainers and financial support continue to develop to ensure students are fully prepared for their next steps.

Our CEG programme is embedded across the whole school curriculum. Each faculty aims to ensure it provides opportunities to explore career pathways within their subject areas. Additionally choices, options, opportunities and pathway discussions and investigations are explored within the PSHEE programme.

## Rationale

Our programme is based on developing the 8 stages of the Gatsby model for effective careers advice and guidance. These stages can be seen in the following ways delivered through a combination of PSHEE lessons, roadshows, workshops and events:

Stage	Evidence
1. Providing a stable careers programme	<p>A spiral careers programme is delivered across all Key Stages within the school.</p> <p>At Key Stage 3 students are taught about making informed decisions, looking to the future, decision making, and an introduction to the world of work.</p> <p>At Key Stage 4 students develop their decision making skills, awareness of the work place, career pathways and opportunities, and preparing for the world of work.</p> <p>At Key Stage 5 this is further developed through a variety of workshops and support and guidance to inform and support higher education, training and employment opportunities available to them post-sixth form.</p>
2. Learning from career and labour market information	<p>Career and labour market information is provided through PSHEE and workshop events. Students use online platforms as well as events with employers to gain a better understanding of the world of work.</p>
3. Addressing the needs of each pupil	<p>All students have access to Connexions personal advisor. This is formally implemented in year 10 and above.</p> <p>Regular tutor interviews enable regular and consistent dialogue regarding options, choices and next steps, providing the necessary support required.</p>
4. Linking curriculum learning to careers	<p>All subject and faculty areas are encouraged to link subject pathways with future career pathways.</p>
5. Encounters with employers and employees	<p>Students are exposed to a variety of professionals who are employers and employees.</p> <p>At Key Stage 3 students are involved in an active citizenship programme, part of which involves working with people from the charity sector to promote and raise money for their charity. Guest speakers across year groups, and speed careers networking at year 9 also provide an opportunity to meet people from a variety of professional backgrounds.</p> <p>In Key Stage 4 Careers networking in Year 9 and pathways days in Year 11 and sixth form also provide an opportunity speak with employers and employees. Key Stage 4 students also benefit from a variety of 'Aspirational Days'. Days include Dragon's Den Challenges with London Law firms in canary Wharf, 'The Board Room' day with London Engineering firms.</p> <p>The sixth form also benefits from regular guest visitors such as Barclays Bank to deliver workshops that address issues such as financing etc as well as an opportunity to meet with professionals.</p>
6. Experiences of workplaces	<p>Students who wish to make use of work shadowing are offered the opportunity to do so. This is more prevalent in the sixth form</p>

	<p>where students have engaged in a variety of works shadowing placements.</p> <p>All Children looked After are fully involved in the Employment Excellence programme including residential, work experience and work opportunities through the VS summer café.</p>
7. Encounters with further and higher education	<p>Adeyfield benefits from close relationships with the University of Hertfordshire. As a result identified Year 7 and 10 students are invited to apply for university summer school programmes, university events and visits. In addition Year 11 and sixth form benefit from attending the National Careers Fairs and Apprenticeship roadshows to support students in making informed choices.</p>
8. Personal guidance	<p>All students receive support from Connexions as well as their tutor and Key Stage Team. In addition to this, all Year 10 and 11 students have an interview with a member of senior staff to discuss future pathways and choices.</p>

### **Commitment**

Adeyfield School is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-13 in partnership with Hertfordshire Connexions Service.

### **Development**

This policy was developed and is reviewed annually through discussions with teaching staff; the school's Connexions personal advisers, students, parents, governors, advisory staff and other external partners.

### **Links with other policies**

The CEG programme is underpinned by the school's policies for teaching and learning, PSHEE, equal opportunities, health and safety and special needs.

The Careers programme is designed to meet the needs of students at Adeyfield School.

### **Staffing**

All staff are expected to contribute to the CEG programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the co-curricular coordinator in consultation with the Connexions personal adviser and Senior Leadership Team. The Connexions personal adviser provides specialist careers guidance. Careers information is available in the Careers section of the LRC.

### **Monitoring, review and evaluation**

The programme is reviewed annually using the Hertfordshire quality standards for CEG to identify desirable improvements.