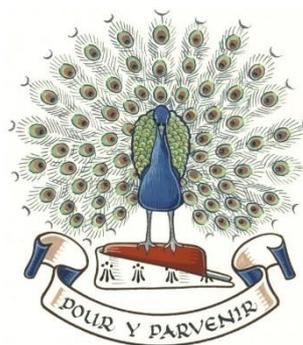


LADY MANNERS SCHOOL

CAREER, EMPLOYABILITY AND ENTERPRISE (CEE)

POLICY



AIMS STATEMENT

At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.

These principles underpin school's approach to developing Career, Employability and Enterprise (CEE) skills in our students so that they can look forward with confidence to the future choices they will make. This is essential where career pathways are becoming ever more dynamic and are demanding increasingly higher levels of skill.

A whole school approach to CEE is adopted which is reflected in the School Improvement Plan. As well as discrete CEE activities planned through the Careers and PSHE departments and Sixth Form, all curriculum areas are encouraged to identify and promote CEE activity and to identify and develop CEE outcomes within the contexts of their curricular frameworks.

1. HOW IS CEE DEFINED?

CEE learning outcomes for students are best expressed by 2 complementary frameworks:

- 1.1 The Careers Development Institute Framework for Careers, Employability and Enterprise Education 7-19 - Career Learning **Appendix 1**.

School audits its CEE provision against 17 keys areas of learning.

- 1.2 The Gatsby Benchmarks

Gatsby Benchmarks (**Appendix 2**) are constituent parts of a robust careers programme and form part of the National Careers Strategy¹. There is an expectation that schools are working towards the full implementation of these Benchmarks by 2020.

An annual report of progress towards Gatsby Benchmarks is presented to the School Leadership Team and the Governing Body.

2. POLICY CONTEXT

Schools' strategy for CEE is shaped by the school's vision and the following policy frameworks.

2.1 National Policy Context

- 2.1.1 CEE at Lady Manners School meets the requirements of statutory legislation and guidance as detailed by:

¹ DfE (October 2018 - revised) DfE Statutory Guidance - Careers guidance and access for education and training providers

- Sections 42A1, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

2.1.2 DfE Statutory Guidance- Careers guidance and access for education and training providers 2

Schools have a duty to;

- Secure independent and impartial careers guidance providing information on the full range of education and training pathways.
- Provide opportunities to a range of education and training providers to inform pupils about the full range of post 14, post 16 and post 18 opportunities including technical education qualifications and apprenticeships through the publication of a 'Provider access policy' on the school website.
- Publish information about the careers programme on the school website.
- Appoint a named person to the role of Careers Leader to lead the careers programme and publish their contact details on the website.

Schools should;

- Make use of the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision and provide evidence through the Compass Tracker tool.
- Actively promote of the involvement of employers in the school CEE curriculum to support curriculum activity and personal support in making career choices.
- Involve an Enterprise Adviser, through the Careers and Enterprise Council network, to support the strategic planning and development of the CEE curriculum.
- Identify a dedicated Careers Governor to support the Governing Body to review and support the strategic development of CEE.
- Provide Targeted careers support for SEND and disadvantaged students.
- Monitor and evaluate Career guidance and related activity including active scrutiny of destination data to inform future planning and development.

2.2 Regional and Local Policy Context

School CEE programmes support

2.2.1 Vision 2030 - D2N2 Local Enterprise Project (LEP)

Raising Aspirations -Our immediate priority in working with young people is to work with businesses, schools and partners to raise the aspirations of the future workforce, by enhancing their careers advice and employability skills.

2.2.2 2019-2023 Employment and Skills strategy - Derbyshire County Council

'Raising aspiration and attainment levels across the county is of vital importance to ensure as many young people as possible are equipped to contribute fully to the labour market. The role of careers information, advice and guidance will be critical in addressing this issue'.

3 IMPLEMENTATION OF THE SCHOOL'S VISION FOR CEE

3.1 School Career, Employability and Enterprise Plan

There is a plan for CEE which is updated annually and made available to all students and parents via the website. The plan details specific development and improvement priorities as informed by national and local policy, school improvement priorities and quality assurance frameworks including feedback from students and parents. The plan is formally agreed by the Senior Leadership Team and the Governing Body.

3.2 Entitlement Statements

Entitlement to CEE statements are developed for each Key Stage and reviewed annually. These are published on the school website.

3.3 Staff Development

All staff contribute to CEE through their roles as tutors and subject teachers. The training and support needs of staff involved in co-ordinating, delivering and supporting CEIAG and CEE are identified and met through the CPD programme.

3.4 Impartial and Independent Career Guidance

Career Guidance is independent and impartial and meets the statutory duty to provide access for Years 8-13 students and their parents.

Support is a universal offering across all key stages. There is a specific focus on Year 11 where all students are scheduled a face to face interview with a Careers Adviser resulting in a Career Plan which informs the next phase of their learning.

Careers guidance is provided by the Head of Career and Employability and is supplemented by staff external to school.

All staff who deliver Career Guidance hold a level 6 accredited qualification and are listed on the Career Development Institute (CDI) UK Register of Career Development Professionals and and adhere principles of the CDI Code of Ethics.

3.5 Enterprise Adviser

The Careers Leader works with with an Enterprise Adviser to monitor the impact of employability and enterprise activity across school. There is an annual delivery plan for their involvement as agreed by the school's SLT and the Local Enterprise Co-ordinator.

3.6 Access to Information on all Learning Opportunities

All students and parents have access to information and advice on the full range of post 14, post 16 and post 18 opportunities through a dedicated website for Career and Work Experience as well as dedicated resources in the School's Library and through career events.

3.7 Involving Employers

The school is committed to involving employers and outside agencies in the development and delivery of CEE activities. Partners include local and national employers, alumni, Rotary, Derbyshire Enterprise and Business Partnership (DEBP), the Local Authority and Job Centre Plus.

3.8 SEND/Disadvantaged Students

Targeted interventions particularly for those students who have an Education Health Care (EHC) Plan receive extra career support at key transition points either through Adviser attendance at EHC plan reviews or through additional discrete interventions.

4. KEY ACTIVITIES AND RESOURCES

4.1 CEE Programmes of Study

Planned programmes of CEE with student outcomes incorporated, are delivered across all key stages.

Delivery of programmes is undertaken by tutors in form time, by the Head of Careers and Employability, the PSHE Co-ordinator, Sixth Form and Business Studies staff through discrete careers lessons and/or assemblies and through specific career and enterprise activities.

4.2 Career Information Resources

A Career Library and dedicated 'Career and Work Experience' Web and MyVLE pages are available for students and parents to access. Information includes the full range of options available to students and includes links to key and up to date sources of Labour Market Information.

4.3 Work Experience

Quality assured Work Experience and Shadowing programmes are offered in Year 10 and Year 12. Extended work experience placements are available as an option for targeted students in Upper School and for students in Year 12 who opt for this option as part of the CORE curriculum aspect of their study.

4.4 Budget for CEE activity

There is a dedicated budget for CEE activity which is reviewed annually. This is managed by the Head of Careers and Employability and is allocated to activity as identified by the CEE Development Plan as well as the maintenance of essential careers resources. The Careers Department is also allocated Pupil Premium funding which supports additional career related activities.

5. MANAGEMENT AND CO-ORDINATION OF CEE ACROSS SCHOOL

5.1 Careers Leadership

The Head of Careers and Employability is the designated Careers Leader for school. The Careers Leader reports to a member of the School Leadership Team who represents Careers at a senior level.

5.2 CEE - KS3 and KS4

The Career Education programme for KS3 and KS4 is jointly co-ordinated by the Head of Career and Employability and the PSHE Co-ordinator.

Enterprise education and activities across the school are managed by the Curriculum Leader for Business Studies.

5.3 CEE - Sixth Form

The Head of Career and Employability co-ordinates the Career Guidance process in the Sixth Form and works closely with the Assistant Headteacher (Head of Sixth Form) to support the Career and Personal Development Programme in Years 12 and 13.

Career Education forms part of the 'Building on Success' Personal Development Programme and is managed by the Assistant Headteacher (Head of Sixth Form).

5.4 Enterprise Adviser

Strategic CEE development is supported by an Enterprise Adviser who is supported by the area Enterprise Co-ordinator.

5.5 Governing Body

There is a dedicated Career and Employability Link Governor who oversees CEE developments in school.

5.6 Career Guidance

Career Guidance across the whole school is managed and co-ordinated by the Head of Career and Employability who coordinates the time and personal development of the external Career Adviser and quality assures the guidance process through an Evaluation of Professional Practice.

5.7 External Contracts

The Head of Career and Employability manages the contracting process with external career and work experience organisations.

5.8 Destination Data Collection and Reporting

The Head of Career and Employability collects and collates the intended and actual destination data for Year 11 leavers.

Sixth Form support staff collate intended and actual destination data for Year 12 and Year 13 students.

The school provides intended and actual destination reports to the Local Authority tracking of NEET students and to ensure that all Year 11, Year 12 and Year 13 students meet the requirements of the September and January guarantee of a firm offer of further learning and to identify potential NEET students.

6. QUALITY ASSURANCE OF CEE ACTIVITY

6.1 Annual Career Development Plan and Outcomes report on CEE

The school produces an annual CEE Development Plan and a final end of year report on the outcomes of this plan.

6.2 Destination Data Reports

Destination reports for Key Stage 4 and Sixth Form are produced and reviewed by senior leaders and the Governing Body and inform the continued development of the CEE programme as well as evidencing the requirement for students to continue their learning as detailed by the Raising of the Participation Age legislation.

6.3 Appraisal and Personal Development

The Head of Career and Employability is part of the school's appraisal system.

The Head of Career and Employability is a registered Careers Professional with the Careers Development Institute and maintains a personal development log.

The Head of Career and Employability quality assures the work of the external career adviser through an annual training and development review and an Evaluation of Professional Practice assessment.

6.4 Evaluation

All career related events and interventions are evaluated. Stakeholders, parents, students and teachers are consulted, and reports produced.

An annual evaluation plan is produced and reported on.

Year 11 students evaluate the effectiveness of their Career Guidance interview.

6.5 Quality Award

The school is committed to securing a 'Quality in Careers' award which supports the evaluation processes and procedures and is externally validated.

7. CROSS REFERENCE TO OTHER SCHOOL POLICIES

This policy is fully cross referenced against the policies for:

- School Strategic Plan 2019-24
- Pastoral Care Guidance and Support
- PSHE
- Safeguarding and Child Protection
- Special Education Needs and Disabilities
- Work Experience

Appendices

1. The CDI Framework for Careers, Employability and Enterprise Education 7-19
2. Gatsby Benchmarks.

Appendix 1

Developing yourself through careers, employability and enterprise education	
Self-awareness	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, and aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.
Self-determination	Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers.
Self-improvement as a learner	Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.
Learning about careers and the world of work	
Exploring careers and career development	Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.
Investigating work and working life	Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.
Understanding business and industry	Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.
Investigating jobs and labour market information (LMI)	Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.
Valuing equality, diversity and inclusion	Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.

Learning about safe working practices and environments	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.
Developing your career management and employability skills	
Making the most of careers information, advice and guidance (CEIAG)	Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them, including one-to-one guidance.
Preparing for employability	A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.
Showing initiative and enterprise	Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.
Developing personal financial capability	The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.
Identifying choices and opportunities	Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.
Planning and deciding	Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.
Handling applications and interviews	Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.
Managing changes and transitions	Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.

Appendix 2

The Gatsby Benchmarks	
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, governor and employers.
2. Learning from Career and 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 and 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 career adviser, who could be internal (a member of school staff) 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 but should be timed to meet their individual needs.