



The Hampshire School
C H E L S E A

The Hampshire School Chelsea

Careers Education, Information, Advice and Guidance Policy (including provider access)

OUR SCHOOL AIMS AND THE FIVE CORE VALUES

- To develop pupils' self-esteem, **resilience** and well-being through the application of a growth mindset to learning.
- To create an atmosphere of mutual **respect** and consideration for the ideas, values and feelings of others.
- To value and develop strong partnerships with our parents and the wider **community**.
- To inspire a love of learning and encourage the use of key thinking skills across the curriculum and school life so that every pupil strives for personal and academic **excellence**.
- To encourage **responsibility** in every pupil so they can confidently make decisions and choices for themselves.

Reviewed: July 2021

Reviewed by:

Dr Edmonds (Head)

Checked by: Mr Hart – Deputy Head Academic (Careers Lead)

Date:

Next Review: July 2022

Objectives of the School' curriculum:

We are committed to providing an educational environment that challenges, empowers, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills', and key skills, needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum. In the Pre-School setting, British Values are covered in PSED where the children learn how to manage their feelings, behaviour, right from wrong and gain an awareness of people and communities. In Year One – Year Eight, British Values are integrated into the ethos of the school with pupils engaging in how the school's Core Values of Respect, Resilience, Responsibility, Community and Excellence relate to their lives. Fundamental British Values are discussed in assemblies, School Council Development Group meetings and PSHEE lessons.

Vision and purpose of the Career's Policy

Promoting a career development culture is essential and links to our Core Values and ethos at The Hampshire School Chelsea. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and in the workplace. We believe that effective careers education and guidance not only contributes to the wellbeing of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy, as well as raising the aspirations and achievements of all concerned.

The School's Commitment: national and local expectations

We are committed to:

Providing impartial careers guidance for our pupils in Y7/8 as required by the Section 42B of the Education Act 1997, 2011 Education Act and 2018 Statutory Guidance for the State Sector.

- In implementing this duty, we will pay particular regard to the DfE's principles of good practice with regard to fulfilling our duty to provide careers education, advice and guidance.
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations amongst all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Having a named Careers Leader for The Hampshire School Chelsea.
Mr Hart, Deputy Head Academic, a.hart@thehampshireschoolchelsea.co.uk.

Current priorities

Our careers strategy is informed by these current priorities:

- Supporting individual pupil's aspirations, thereby improving engagement, independent learning and attainment and ensuring positive destinations to senior schools;
- Meeting the needs of specific groups including our EAL pupils, looked after children and children with special educational needs and disabilities
- Developing learners' organisational and leadership skills, especially those associated with career adaptability, resilience, enterprise and, in the longer term, employability
- Improving young people's working lives by helping them to identify the values that are important to them through the School's Core Values and contributing to the wellbeing of others through the School's School Council Development Groups, voluntary opportunities and engagement in the local community
- Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support for example in the use of adaptive learning programmes, interview experience and preparation for senior school entrance criteria
- To provide access for a range of local providers and members of the school community, including parents, about careers, incorporating presentations in assemblies, group discussions and taster events at other Bellevue schools;
- Supporting pupils to gain an understanding of the technical education qualifications and apprenticeships system in the UK
- An overview of the qualifications needed to progress through the education system in the UK with reference to post 16 options.
- The opportunity to develop key skills for the workplace (e.g. IT, knowledge and personal skills) for further training options, including writing a CV and personal statements.
- To understand how to make applications for future educational opportunities, including senior school applications, a Senior Schools event and meeting entrance criteria;
- Regarding a skills audit to identify competences and attitudes to learning, including use of PASS and CAT4s results to support their progression.
- Senior schools Fayre for pupils and parents to widen knowledge of next steps in education for local, regional and national opportunities and the required admissions and skills requirement.

- Meeting with the Deputy Head Academic to discuss the landscape for careers now and in the future.
- Posts of responsibility to develop leadership skills.
- School Council Development Group initiatives to hone debating and decision-making skills.
- Extended projects and essays on topics of choice and interest.

Strategy

To achieve the objectives of this policy, we:

- Have ensured that school's Governance, Bellevue Education, are actively involved in shaping careers policy and strategy
- Identified a member of the Senior Leadership Team (SLT) to advise governors on curriculum, staffing, costs and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key staff, including the Head, Deputy Head Pastoral, DSL, Head of Inclusion and Form Tutors.
- Set out clearly the contribution expected of all staff including subject teachers and Form Tutors for career learning and planning
- Actively involve learners themselves in the planning, delivery and evaluation of the provision.
- Created opportunities for our pupils to hear from a range of providers about the opportunities they offer through events, presentations, group discussions, taster events at senior schools.
- Incorporated in the PSHEE curriculum opportunity to understand how to make applications to future educational opportunities

Management of provider access requests

A provider wishing to request access should contact Mr Hart, Deputy Head Academic, a.hart@thehampshireschoolchelsea.co.uk.

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents. Details of events are provided to parents in the weekly communications bulletin and shared via the newsletters.

Premises and facilities

The school will make facilities available for discussions between the provider and pupils, as appropriate to the activity, for example, with access to the school library, Art Room, Hall, classrooms, Music Room and Science lab. The school will also make available audio visual equipment and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or another member of the Senior Leadership Team. Providers are welcome to leave a copy of their prospectus or other relevant material in the Front of School.