

<b>Policy Title:</b>	Careers Access Policy
<b>Policy Reference:</b>	
<b>Function:</b>	To promote equality of opportunity, diversity and inclusion, whilst promoting the best interests of the students to whom it is given.
<b>Status:</b>	Statutory
<b>Audience:</b>	All Students
<b>Ownership / Implementation:</b>	Principal has overall responsibility for ensuring that this policy is implemented.
<b>Implementation Date:</b>	September 2018
<b>Review period:</b>	Annual
<b>Last Reviewed:</b>	September 2020



## Careers Access Policy

### Introduction

Compass School Southwark is committed to providing Careers Education, Advice and Guidance to all students through the curriculum and well organised activities. Careers Guidance at Compass focuses on the specific needs of the individual to promote self-awareness and personal development. It aims to provide current and relevant information to enable each student to make informed decisions, about their future. It is presented in an impartial, confidential and differentiated manner in order to suit the requirements of each individual student.

### Pupil Entitlement

Students at Compass School Southwark are entitled to careers education and guidance that is impartial and confidential. It is integrated into their experience of the curriculum as a whole and it is based on a partnership with the school, the students and their parents or carers. The Careers Education Programme at Compass promotes equality of opportunity, diversity and inclusion, whilst promoting the best interests of the students to whom it is given. To that end, all pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

### Opportunities for access

A number of events, integrated into the school careers programme, offers a plethora of providers an opportunity to come into school to speak to pupils and/or their parents/carers. Students are also encouraged to attend the various career events that are planned throughout the year.

### Provision

Participation in activities both in school and off-site, provide employer contact and further information. Compass School employs the services of an external IAG professional who provides individual careers interviews and careers information for every year 11 student. All year 10 students will receive a group careers interview with a qualified careers adviser to ensure they begin to consider post-16 options by the end of the year.

### Key Stage 3

- Curriculum support in all subjects promoting related job advice.

- Allotted time through LFT (Learning Family Time) for self-development, focusing on lifestyle and progression.

- Access to careers software Unifrog and one to one-time interviews with a myriad of professionals through organisations such as Future Frontiers and Construction Youth Trust.
- Assemblies and other information on KS4 options including vocational and alternative options such as apprenticeships and traineeships.
- Specialised assemblies and sessions from various university providers and through the “Brilliant Club”.
- Workshops delivered through Enrichment slots enable students to learn about different career options available and develop employability skills.
- Where possible, careers provision will take place face-to-face through workshops and assemblies in school, or through visits to local workplaces. However, due to Covid-19 restrictions this may not always be possible, and certain sessions may need to take place virtually instead.

By the end of KS3 all students will have:

- A better understanding of their strengths, achievements and weakness. Students will have the adequate support that will enable them to make informed decision on how these skills might influence future choices on learning and in work.
- A better understanding of the full range of 14-19 opportunities for progression.
- An understanding of some of the qualities, attitudes and skills needed for employment.
- Used online careers resources and Unifrog to research information about opportunities and apply their findings to help them make informed choices for KS4 options.

#### **Key Stage 4**

A one-week Work Experience placement in year 10, which will focus on the student's future careers aspirations where possible, allowing learning about work through the experience of work.

- Dress to Impress Day
- College presentations
- Local university presentations
- Careers Interview for every Year 11 student
- Information on College Open dates
- Support with completing Sixth Form application form, and access to computers for on-line registration and application
- Interview Skills Workshop
- Supported CV and Personal Statement sessions
- Apprenticeship Workshops and Assemblies for those interested in pursuing this route
- Parent evening and assemblies to be supported by external IAG provider and representatives from various further education providers
- Close monitoring of vulnerable and SEN students through specialist programs such as the Building Bridges Mentoring Scheme

By the end of KS4 all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes.
- Experienced the world of work through Work Experience.
- Been given direct access to employers, colleges and training providers.
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.

- Been provided with the resources to complete their post-16 application procedures, including CV's, personal statements, and preparation for interviews.
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set for themselves.
- Where possible, careers provision will take place face-to-face through workshops and assemblies in school, or through visits to local workplaces. However, due to Covid-19 restrictions this may not always be possible, and certain sessions may need to take place virtually instead.