



# King David High School

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## Careers Strategy and Plan

**Approved by: Board of  
Governors**

**Date: December 2024**

**Last reviewed on:** December 2024

**Next review due by:** December 2025

## Careers Strategy and Plan 2024 – 2025

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## **Careers Education Vision Statement**

Careers education at The King David High School has the intent of enabling students to choose aspirational life pathways and to prepare to contribute to a productive and successful society.

### **Purpose and Aims of Careers Education at The King David High School**

The King David High School is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately, we work towards them becoming independent and productive adults who achieve their full potential. We aim to do this through our Careers programme.

Our Careers programme provides high quality advice and guidance, ensuring that students are informed of the range of options available to them at key transition points and in future careers, and that they are supported during the decision-making process.

Students progress from The King David High School to a range of destinations. We seek to ensure that students have high aspirations, and that guidance is impartial and tailored to individual needs. We aim to make parents aware of the choices available to their children.

We respect the right of students to choose from a range of pathways. Year 11s may choose to continue their education at our school, or move to another school or Further Education college, specialist provision, or into an apprenticeship. Year 13s may choose to move onto university, into apprenticeships, further education, gap years, voluntary work, internships, or straight into paid employment.

We recognise the importance of students developing strong interpersonal and communication skills; including that of oracy, as these are vital skills for entering the workforce. We also aim to develop our students' cultural capital, so that they have social mobility and are never disadvantaged by social situation.

The Department for Education's Careers Strategy was published in December 2017. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school. Our Careers Leader and partnerships are committed to providing a reviewed and evaluated programme of careers education from Years 7 to 13, which meets the eight Gatsby Benchmarks for careers guidance:

1. A stable careers programme.
2. Learning from career and labour market information.

3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance (Gatsby Foundation, 2014).

We adhere to the Department for Education guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy.

## **Careers Education, Information, Advice and Guidance and Employability Learning Policy**

### **Introduction**

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, The King David High School seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The school has a focus and ongoing commitment to:

- Providing a planned programme of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their careers
  
- Providing IAG which is impartial, unbiased and is based on their needs

- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone’s skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018 and July 2021) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The eight Gatsby benchmarks of good career guidance:

1. A stable careers programme
  2. Learning from career and labour market information
  3. Addressing the needs of each pupil
  4. Linking curriculum learning to careers
  5. Encounters with employers and employees
  6. Experiences of workplaces
  7. Encounters with further and higher education
  8. Personal guidance.
- Working in partnership with the Prospects Service to ensure all students access education, employment or training at the relevant transition points.

#### Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, more able learners and SEND.

#### **Entitlement**

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students’ experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at The King David High School to ensure progression through activities that are appropriate to students’ stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others’ strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values

- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at The King David aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

1. Developing yourself through careers, employability and enterprise education
2. Learning about careers and the world of work.
3. Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

### **Assessment**

Through evaluation following career-related events we assess whether students have achieved these aims. Aims and objectives are shared in dedicated lessons and revisited to assess whether they have been achieved.

### **Implementation: Management**

Responsibilities are spread between the Assistant HT with oversight of CEIAG, the Careers Leader [Mr A Taylor-Forbes] the careers administrator and external partners. They plan, co-ordinate and evaluate the careers programme. They also plan and implement work experience for Y10 pupils. Subject leaders and Heads of Year are consulted to ensure appropriate coverage of careers themes, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning.

### **Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers.

## **Implementation: The CEIAG Programme**

The careers programme includes careers lessons, tutor time careers sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning (including 1 week of work experience in key stages 4 work experience in 5) and individual learning planning/portfolio activities which are recorded. Other focused events, including an in-house careers fair for transition years, higher education and apprenticeship fairs at Key Stage 5 and Aspiration Days at Key Stage 4. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least one careers interview with the Careers Adviser during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing work experience placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment with an independent careers adviser.

The Careers Adviser also provides an important contribution to the planning, design and delivery of all aspects of our careers education programme, including Aspirations Days, allowing for current labour market intelligence to inform these processes. Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of Year and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

## **Staff Development**

Staff training is identified by a needs analysis and planned for.

## **External Partnerships**

An annual partnership agreement is negotiated between the school and 'Our Futures' who provide the external, independent Careers Advisor.

The school works with the Prince's Trust to help form links have been established with a range of employers.

Apprenticeship information is shared with pupils via assemblies and the careers advisers. In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Strong links also exist with universities, further education colleges, apprenticeship providers and training providers, who often come into school to speak with pupils. Any provider wishing to request access should contact the School in the first instance (Provider Access Policy – Appendix 2). Our Aspirations Days and Progression Week towards the end of the summer term are the perfect opportunity for education providers to speak to relevant pupils.

### **Resources**

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Headteacher, with oversight of CEIAG, is responsible for the effective deployment of resources.

### **Monitoring, review, evaluation and development of CEG**

Our partnerships are reviewed regularly. The following provision is reviewed by the Deputy Headteacher with oversight of CEIAG:-

- Annual review of partnership activities with the Prospects Service.
- Review of all careers events by Careers Leader.
- Lesson and tutor observations within PSHE/ SMSC lessons as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent council groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through self-evaluation tool for schools.



## **Appendix 1**

### **Employability Learning and Careers Education, Information and Guidance Statement of Entitlement**

#### **Careers Education Entitlement**

As a pupil at The King David High School, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

#### **At all Key Stages you can expect to ...**

- access a planned programme relevant to your year group
- access a qualified impartial and independent careers adviser for personalised advice and guidance
- recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- have information about the world of work and how the labour market is changing
- be given information about further and higher education, training and apprenticeships and employment routes
- take part in activities which challenge stereotyping and raise your aspirations
- develop skills and qualities to improve your employability
- develop enterprise skills
- be well prepared for different transitions
- help to develop financial capability skills
- develop and strengthen your personal presentation skills for selection processes
- signposting to relevant up-to-date and impartial sources of careers information and advice
- not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

ALL STUDENTS WILL:

**By the end of Key Stage 3:**

- begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- be able to access careers resources via Xello [online careers platform].
- set targets and review your progress
- receive Careers information and on-going support from staff such as your Tutor
- take part in Pathways events (Destinations Day) where you can access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4

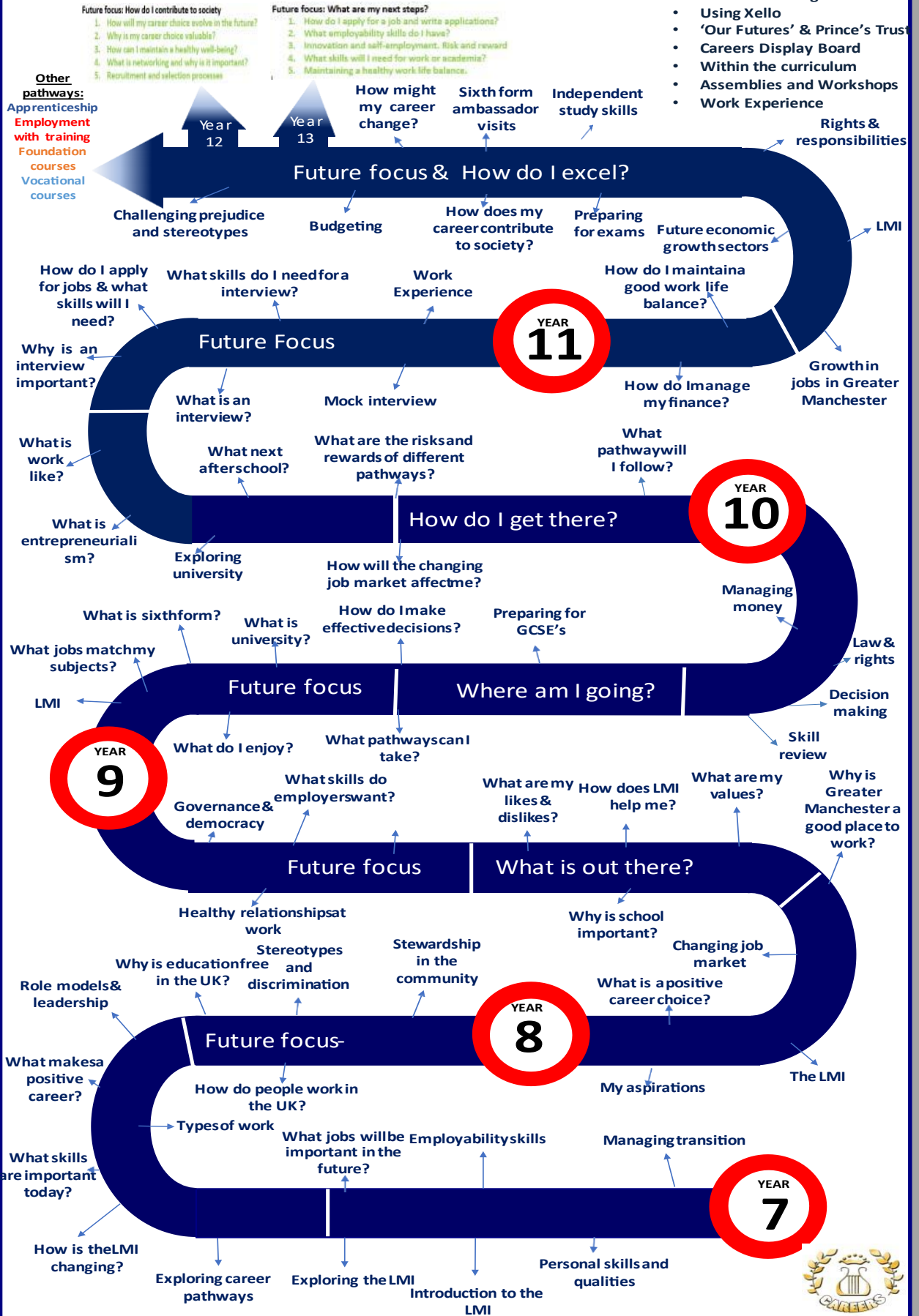
**By the end of Key Stage 4:**

- experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, tutor group time and through Aspirations Days.
- be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- devise an action plan towards your career goals in PSHE
- have taken part in an enterprise activity
- have listened to talks on different careers
- have been given the opportunity to speak to representatives from various sectors of the world of work
- have developed financial capability skills
- have produced and reviewed a curriculum vitae
- have written a formal letter, e.g. covering letter
- been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- develop presentation and interview skills
- be able to access careers information and resources via Xello
- be offered the opportunity to take part in taster days/ sessions
- have visited or spoken to representatives of further or higher education institutions, such as universities
- have opportunities to evaluate individual
- be given the opportunity to take part in work experience

**By the end of Key Stage 5:**

- participate in an enrichment and tutorial programme focused on your personal development
- be given the opportunity to set targets and review your progress with on-going support from your tutor and subject teachers
- develop independent research skills
- meet university representatives
- have the opportunity to meet apprenticeship providers
- be given the opportunity to visit universities
- have the opportunity to volunteer or take part in work experience
- receive information on higher education taster days, apprenticeship vacancies and job opportunities
- understand the UCAS process and be able to research different universities and courses using online resources
- receive information and support with financial planning for university, work and training
- write a personal statement for a UCAS, apprenticeship or job application
- have been mentored through the university application process or supported with job or training applications
- have access to information on how to apply for internships, sponsorships or Gap Year placements
- be given the opportunity to take part in enterprise and challenge activities.

# Our Learning Journey in Careers



"Choose a job you love, and you will never have to work a day in your life."

KEY STAGE THREE  
**CAREERS AND PERSONAL DEVELOPMENT  
 TIMELINE**



KEY STAGE FOUR  
**CAREERS AND PERSONAL DEVELOPMENT  
 TIMELINE**



DELIVERED THROUGH THE HELP AND SUPPORT OF OUR CAREERS PARTNERSHIPS



xello

## **Appendix 2**

### **Provider Access Policy**

#### **Introduction**

In accordance with the requirements of the Statutory Guidance, 'Careers guidance and access for education and training providers' (October 2018) and the obligations placed upon schools by Section 42B of the Education Act 1997, this policy statement sets out The King David High School's arrangements for managing the access of education and training providers to pupils at the school.

#### **Pupil Entitlement**

All pupils in years 8-13 are entitled to:

- planned careers provision which provides information about the full range of education and training options, including technical and apprenticeship routes, at each transition point
- information from a wide range of education and training providers about the opportunities they offer– through options events, assemblies and aspirations events
- to understand how to make applications for the full range of academic and technical courses.

#### **Management of Provider Access Requests**

##### **Opportunities for Access**

- We actively seek to build partnerships with outside agencies, to broaden our pupils' horizons and to provide them with exposure to a range of education and career pathways.
- We would encourage providers to contact our Careers Administrator to find a suitable event to access pupils. All events will need a minimum lead time of six weeks.
- We run a wide range of careers and options events throughout the year, and we have the capacity to offer ad-hoc events. We would particularly welcome providers' attendance at year assemblies, where a whole year group is assembled in a hall environment, and you can tailor your presentation to specific age-groups. Presentations must be submitted 48 hours before the planned event.

##### **Facilities**

- The school can offer a variety of hall and classroom spaces for use by providers.
- Audio-visual equipment is available.
- Providers are welcome to leave copies of their prospectus, or other relevant literature, for distribution.
- Presentations can be uploaded to our Careers intranet, following events.

## **Partners**

We work with a range of organisations from the further and higher education sector, training providers and apprenticeship providers. We also have links with a wide and evolving range of businesses in varied sectors. We bring workplace representative into school to provide workplace relevance to our careers activities and to support our vocational and performing arts teaching. We have strong relationships with many businesses, both local and national, and we actively seek new relationships. We use a range of organisations to source high quality speakers, as well as using parent and teacher contacts.

## **How We Deliver Careers Education, Information and Guidance and Employability Learning**

Careers education is delivered through subject areas, in tutor time activities, via year group assemblies and events and key stage events, as well as whole school activities. We provide targeted activities for groups of pupils such as those who may be considering moving on to Further Education College, or those who need specific application support.

All subject areas have links to careers in their schemes of work and in their classroom / corridor displays. Audits are undertaken to ensure that this is the case.

Academic Review appointments, parent consultations and reports allow for personalised conversations about pupil progress and target setting. Pupils are encouraged to have high aspirations and to be aware of the world of work from Year 7 onwards. The 'Gatsby Benchmarks' are used as a measure of high-quality careers education. The school regularly evaluates progress against these benchmarks.







