



R.E.A.L. Education Limited

Careers and Employability Policy

(R.E.A.L. Education Ltd.)

(R.E.A.L. Independent Schools, Hinckley)

(R.E.A.L. Independent Schools, Mansfield)



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1. Introduction

A significant proportion of young people are at risk of being socially excluded through a lack of qualifications and positive experiences whilst in compulsory education within the world of work.

A higher proportion of young people are at risk of being NEET (not in employment, education or training) as an adult if they have been identified as having an Education, Health and Care Plan whilst in compulsory education.

Careers education and guidance and work related education can play a major role in the re-motivation and re-inclusion of vulnerable and disengaged young people.

Many young people drop out of courses and jobs because they feel they have made inappropriate choices at crucial decision making points within their lives.

Today young people have a wide range of choices regarding different routes and pathways to employment including access to vocational learning from a young age. At each stage young people require access to accurate and accessible information to be able to make informed decisions and choices which are right for them, and their future.

The R.E.A.L. Context

R.E.A.L. Education works to ensure that all identified learners have opportunities to access careers programmes that will develop high aspirations and provide them with a broad and ambitious range of careers. Modern careers guidance is as much about inspiration and aspiration as it is about advice. Partnership working with employer networks, FE colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals can motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.

Expectations will be set high, including for the most vulnerable and those with special educational needs and disabilities, so that every pupil is stretched and acquires the attributes that any employer will value. R.E.A.L. Education works from a presumption that all learners are employable regardless of their specific learning needs and will facilitate activities to help every young person realise their potential and their contribution to their economic and social mobility.

The careers programme will enable learners to:

- develop an understanding of their own skills, values and aspirations
- navigate pupils through the diverse career opportunities available to them
- develop their communication, team working, commercial awareness and other employability/work related learning skills



The outcome of the careers programme will be that learners are:

- Driven and self-directed
- Self- assured and informed
- Self- aware and resilient
- Enterprising and entrepreneurial
- Proud of themselves

The National Context

There have been significant changes in government policy with regard to Careers and Work Related Learning Education. The key changes have been:

- Withdrawal of the statutory requirement for Work Related Learning at KS4
- From Sept 2012, schools have a legal responsibility for securing access to independent and impartial careers guidance for year 9 – year 11 students. This must include information on all options available in respect of 16-18 education and training
- From Sept 13 the statutory requirement was extended to encompass year 8 and 16-18 year olds in school, FE and sixth form colleges
- An Inspiration Vision Statement issued by BIS – September 2013 stating that employers played a key role in inspiring young people about their future career choices. New statutory guidance (April 14): Ofsted – Going in the right direction September 12 September 2014, the National Career Council published its second report "Taking action: achieving a culture change in careers provision", providing an update on the government's aim to improve the range and quality of careers provision for young people.
- As highlighted in 'The Careers Strategy: making the most of everyone's skills and talents December 2017 we are implementing the Gatsby Benchmarks to improve our careers provision.

2. The Policy

The policy combines with other key school policies e.g. Assessment and Equal Opportunities,, Health, Safety and Welfare Policy, Curriculum Policy, and SEND policies.

Links with employers, providers, schools, colleges and academies

R.E.A.L. Education established an Employer Partnership Programme in 2016 and has developed many partnerships with employers across the East Midlands who offer a wide range of careers support. Some examples are: Mansfield District Council, Mansfield Education Hub, North Notts College, Nottingham College, National Apprenticeships Service, West Notts College, Nottingham Trent



University, Vaughandale Construction, Mansfield and Ashfield 2020, The East Midlands Chamber of Commerce, Linney's, Portland College, Trent Barton Buses (East Midlands) Mansfield Employment and Skills, DWP, Nottinghamshire CC as well as other local employers, schools and academies across the East Midlands.

3. Aims and Objectives

Policy Aims

The overall aim is to provide an aspirational careers curriculum which will inspire young people and equip them with the knowledge, skills and attributes to make a successful transition to the workplace and further learning and education.

We aim to provide a careers curriculum that is designed to meet the needs of the students of R.E.A.L. Education. A curriculum that is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

We aim to ensure students receive a careers curriculum that is person centred and impartial. It is integrated into the students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme will promote equal opportunity and inclusion.

In doing this it is our aim to raise aspirations, broaden horizons and increase social mobility to the benefit both of the individual young people and of the economy and society in general.

We want all young people to understand the full range of opportunities available to them, learn from employers about work and the skills that are valued in the workplace, and where appropriate have first-hand experience of the workplace.

Policy Objectives

R.E.A.L. promotes a whole school approach to the delivery of careers across all of the key stages.

Key Stage 1

Students will learn about:

- How different strengths and interests are needed to do different jobs
- About whose job it is to help us in the community
- About the different jobs and the work people do



- About what money is and its different forms e.g coins, notes and ways of paying for things e.g debit cards, electronic systems
- About earning, keeping and spending money
- How people make choices about spending money, including thinking about wants and needs

Key Stage 2

Students will learn about:

- Different jobs that people may have from the different sectors e.g teachers, business
- That people can have more than one job at once in their lifetime
- Common misconceptions and gender stereotypes related to work
- How people make different spending decisions based on their values and needs
- How to keep track of money and why it is important to know how much is being spent
- Different ways we can make a good amount of money to live on
- How we can spend money wisely
- Stereotypes through examples of role models in different fields of work e.g. women in STEM
- How people spend money can have positive or negative effects on others e.g.
- The factors that could influence our future career choices
- Skills needed to do a job, such as teamwork and decision-making
- How to set goals that they would like to achieve this year e.g. learn a new hobby
- The importance of diversity and inclusion in the workplace
- Why it is important to acknowledge and celebrate the achievements of your peers
- Achievements and positive personal qualities in self and others

Key Stage 3

Students will learn about:

- How to begin to manage important transition points in life and how to seek support
- To understand what is essential and non essential spending and the importance of saving money
- How success and failure are often linked
- About the different careers choices available and labour market information
- About positive and negative uses of money and how the government spends money to help the country



- What makes good teamwork and leadership
- What is meant by self esteem, aspirations and looking forward to the future
- A wide range of jobs and employment sectors
- How stereotypes can have a negative effect on our career choices
- How a positive mindset can contribute to achieving success

Key Stage 4

Students will learn about:

- The benefits and drawbacks of increasing use and reliance on technology
- Time Management
- Employment rights
- The duty and responsibility of paying income tax and how this affects take home pay
- Employment skills and the effectiveness of the workplace
- Importance of budgeting throughout a person life, about personal income and tax liability
- How self esteem can relate to success
- The difference between essential and non- essential expenditure
- Why a CV is important and how to make my own CV
- How to write a personal statement

Key Stage 5

Students will learn about:

- The different ways in which people balance their work and life
- The role that you play in your family and community and consider how this might shape your career
- How we can use our networks in our future careers
- The people in school that support my preparation, options available and next steps
- How skills translate from school to the workplace
- Common interview questions and how to structure my answers.
- The career possibilities in a global economy and the different kinds of part-time work under 18s can do
- The laws and policies that protect them and how much pay should they get
- What you can do if they are mistreated at work



- What a meaningful professional relationship is
- What we mean by confidentiality in the workplace

4. Learner Entitlements

Information, Advice and Guidance

- Access to information and guidance about the options that are open to them and the progression routes to which the options lead to ensure our young people make the most of the opportunities that are available to them.
- Clear unbiased advice and information about all the options available, so that they understand what they involve i.e. careers fair.
- Support and guidance to help them make appropriate choices for their future help to decide what to do when they leave their course, including further learning, training or employment.
- A programme of careers education which helps them to develop skills and knowledge to make choices and the transition to work and learning.
- Develop the behaviours and attitudes required for transition.
- The opportunity to be involved in making decisions about things that affect their learning.
- An opportunity to learn about the world of work through work related learning and careers programmes through communications from various establishments.

Specific Activities

The careers programme uses the eight Gatsby benchmarks of good career guidance and follows a programme of activities across the key stages.

Across the key stages learners will have access to a careers curriculum which includes:

STEM Projects
Programmes to Promote Enterprise
Regular Person Centered Reviews
An effective PSHE Programme of Study
Guest Speakers
Individual Information Advice and Guidance Interviews
Options Meetings
Employability Workshops
Accreditation
Careers Week
Employer Engagement Visits
Flexible Work Experience Placements and Work Tasters
Aspirational Visits



5. Policy Implementation

- All staff contribute to the careers education and IAG delivered through their roles as tutors, during sessions.
- Specialist careers guidance is provided to priority students, through careers interviews.
- The careers education and IAG programme includes career guidance activities delivered to cohorts, small group sessions, and individual interviews.
- Information and research activities are available for students.
- All option choices are followed up with 1:1 interviews which parents are also invited to attend.
- Medium Term Plans identify opportunities where learners can develop their employability skills.
- Students where appropriate also undertake work experience placements.
- Access to careers software packages (START, iDEA) and use of the internet to access national careers websites.
- Mock Interviews are offered where appropriate to all year 11 students which help prepare them for entering the world of work.
- We reflect and evaluate the success of our careers programme against the Gatsby Benchmarks.

Equal Opportunities

All information, advice and guidance will be provided impartially to all students and will be provided free of bias. Students will be encouraged to look at careers and courses outside the normal gender stereotypes. Following the new guidance all students with SEND will be entitled to transition plans. Where a student has an Education Health Care Plan, all reviews of that plan from Year 9 and onwards will include a focus on preparing them for adulthood, independent living, employment and participation in society. Pupils with SEND will receive independent and impartial advice about mainstream education, training and employment opportunities on offer, regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.