

# SWANBOURNE HOUSE

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## 2e CAREERS POLICY

### Applicable to pupils 10 – 13 years old

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Date	November 2019
Review Date	November 2020
Custodian	Deputy Head, Academic

## Amendments

Amendment	Date	Description
SM	November 2019	Update and Review

**Links to other policies:**

Curriculum Policy  
PSHE Policy

## 1. MISSION AND VISION

To unlock and develop the confidence and individual talents of each child.

- a. To nurture every pupil enabling them to be resilient and build self-worth, through the widest variety of opportunities.
- b. To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge
- c. To ensure both day and boarding pupils are well prepared within the context of a character and values education for their next school and adult lives in a fast moving and challenging globalised world.

## 2. RATIONALE

Careers education makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A programme of information, advice and guidance will support them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

## 3. COMMITMENT

Swanbourne House is committed to providing all pupils with careers education, information, advice and guidance (CEIAG) for all pupils in years 7 and 8. Swanbourne House endeavours to offer pupils the opportunity to access up to date careers guidance that:

- presents in an impartial view point
- enables pupils to make informed choices about a broad range of career options
- helps to encourage pupils to reach their full potential

Careers education is an integral part of the Year 7 PSHE and Year 8 Leavers' Programme and is based on the guidance from the Careers Education and Guidance in England 2003. The aims are that by the age of 14, young people should have acquired the knowledge, understanding and skills to:

- **understand themselves and the influences on them – self- development**
  - undertake a self-assessment of their achievements, qualities, aptitudes and abilities (PT, PHSE)
  - use the outcomes of self-assessment to identify areas for development, build self - confidence and develop a positive self – image (PT, PHSE)
  - use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals (PT, PHSE)
  - recognise stereotyped and misrepresented images of people, careers and work (PHSE, TYLP)
- **investigate opportunities in learning and work - career exploration**
  - recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work (PT, PHSE)

- describe how the world of work is changing and the skills that promote employability (PHSE, TYLP)
  - use appropriate vocabulary and organise information about work into groupings (PHSE, TYLP)
  - use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs (PHSE, TYLP)
  - demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options (PHSE, TYLP)
- **make and adjust plans to manage change and transition - career management**
    - use a straightforward decision making technique (PT, PHSE)
    - identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers and other learning providers (PT, PHSE, TYLP)
    - make informed choices of options available post-14 (TYLP)

#### 4. IMPLEMENTATION

Careers provision at Swanbourne House is accomplished in the following ways:

- a. Taught in **PSHE lessons** these are taught by a Form Time teacher on a Saturday morning. In addition, the timetable is collapsed on certain days each year to allow all pupils to access deeper learning experiences which help to develop their understanding and skills.
- b. **Personal Tutor Time** all pupils in Years 5 -8 meet with their Personal Tutor once a week. As part of the discussions that take place there is the opportunity to discuss future educational and employment choices.
- c. **Top Year Leavers' Programme** the school includes the opportunity for career guidance as part of the Year 8 programme following the Common Entrance Examinations. The school employs an impartial organisation COA ([www.coa.co.uk](http://www.coa.co.uk)) to offer advice and support to enable the pupils to reflect on what they could be considering for their futures. A project is also completed based on the concept of the TV Programme 'The Apprentice.' In addition, Parents and Alumni visit to school to discuss their career paths and offer advice.

#### 5. MONITORING, REVIEW AND EVALUATION

This policy is monitored and evaluated annually by the Deputy Head and The Top Year Leavers' Coordinator.