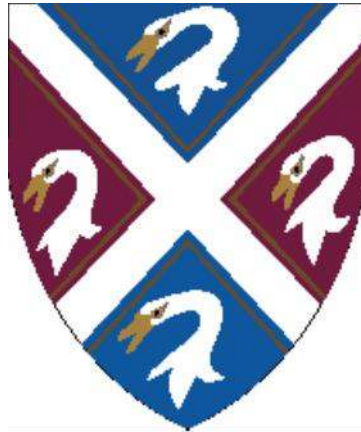


SWANBOURNE HOUSE

THE *Stowe*
GROUP



CAREERS POLICY

Date	August 2022
Review Date	August 2023
Custodian	Senior Deputy Head - Director of Teaching and Learning

Amendments

Amendment	Date	Description
SM	February 2022	Update
RBr and SM	August 2022	Update

MISSION and VISION

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

1. To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.
2. 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.
3. 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.

Learning about the World of Work

Career exploration promotes curiosity, opportunity awareness and a more positive attitude to the challenges, risks and rewards of careers and working life. A better understanding of career processes and structures enables individuals to make sense of their own careers as well as the career experiences of others.

Aims of this Policy

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. This policy follows the guidelines laid down in the Careers Guidance and Access for Education and Training Providers (October 2018)

Swanbourne House is committed to providing all pupils with careers education, information, advice and guidance (CEIAG) for all pupils aged 10 to 13. We aim to enable the pupils to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work. We aim to prevent all forms of stereotyping in the advice and guidance they provide to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those, which are often portrayed as primarily for one or other of the sexes. To that end, Swanbourne House endeavours to offer pupils the opportunity to access up to date careers guidance that:

- presents in an impartial view point
- promote equal opportunities and challenge stereotypical thinking and attitudes
- enables pupils to make informed choices about a broad range of career options
- helps to encourage pupils to reach their full potential
- prepare all students for the opportunities, responsibilities and experiences of life
- equip all students with an understanding of the demands of the workplace in the 21st Century

The Curriculum

Careers and work-related education in the curriculum provides contexts, resources and opportunities for:

- spiritual, moral, social and cultural development
- personal and social development
- health education
- sustainable living, personal finance, enterprise and employability skills, through PSHE

Swanbourne House develops its careers provision in accordance with the eight Gatsby Benchmarks:

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

Careers education is an integral part of the Year 5, 6, 7 and 8 PHSE Programme. The School acknowledges that Year 8 will be making their GCSE choices within the year of leaving Swanbourne House and to that end, we aim to raise their awareness of how the subjects they learn at school connect to their future.

Careers – Curriculum Overview

Year Group	Areas Covered
Foundation	• People who help us – police, fire service etc.
Year 1	• What I would like to be
Year 2	• Celebrating difference
Year 3	• Dreams and Goals
Year 4	• Dreams and Goals
Year 5	• Dreams and Goals • Personal Identity- who are we and how does this affect our future?
Year 6	• Dreams and Goals - Interview Practice • Leadership Opportunities • Personal Strengths and Passions- pupils will reflect on what they are good at and passionate about and how this might shape their future employment.

	• Goal Setting and Managing setbacks- understanding how mind set and self-management affect their goals.
Year 7	• Exam Preparation - pupils will learn how to time manage and how they learn best (learning styles) • Economic Wellbeing- Should you work to live or live to work? • Recognising our money personality • Developing enterprise skills: The world of work and young people's employment rights. *Enterprise project*
Year 8	• Careers: financial understanding and understanding risk • Studying: Harvard Referencing System and Research Skills in preparation for future exams and independent projects • Careers - Life and Career Aspirations Looking Forward: Personal Strengths, Setting Goals, Celebrating Successes and Managing Change.

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

1. In the Lower School career education is taught through Topic work such as "People who help us" and in PSHE lessons.
2. In Years 5-8 PSHE, these lessons are taught by a specialist teacher. Every class has one hour per week curriculum time. In addition to this time, it is possible to collapse the timetable for an afternoon or a day to allow pupils to access deeper learning experiences, which help to develop their understanding and skills.
3. Personal Tutor Time, all pupils in Years 5 -8 meet with their Personal Tutor once a week. As part of the discussion that takes place, there is the opportunity to discuss future educational and employment choices.
4. Year 8 Year Leavers' Programme, the school includes the opportunity for a Careers Workshop as part of the Year 8 Leavers' Programme following the conclusion of the PSB Assessments.

3. Pupil and Parent Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the outcomes for their child. Where appropriate, the school is keen to foster parental involvement in discussing potential career paths with their child.

4. Links with other policies

This policy links with other school policies including those for Curriculum and PSHE.

5. Monitoring, Review and Evaluation

This policy are monitored and evaluated annually by the Deputy Head and Careers Coordinator.