

## Careers Education and Guidance at Hamilton

### Our Ethos

At Hamilton we believe that Careers Education and Guidance is central to the **learning journey** of our students and is a vital factor in their **aspiration building** and character development. It is bound up with our commitment to enabling students to achieve education, training and career goals.

Careers education is not a bolt on, but is interconnected with how students learn in their subjects. It aims to help build their experiences as resilient learners, well organised and taking a pride in their achievements. Their ROUTES reflect their prior ability assessments and potential which are factors in their careers guidance and mentoring.

Careers Education and Guidance builds self-esteem, **fosters aspiration** and enhances our students' **life chances**.

It prepares students for the **demands of adult life** and equips them with an essential **range of skills** and knowledge.

It forms the foundation of student **aspiration** and drive to explore possibilities, succeed, take opportunities and **achieve potential**.

It adds a relevance to learning and increases students' **motivation to succeed** in examinations and develop inter-personal and employability skills

It provides **knowledge about pathways** to achieving ambitions.

It enables students to explore life-style and careers showing Further Education, training and Higher Education to be **relevant** to the work place and chosen **career routes**

It **breaks down barriers** and is **dynamic** in raising students' **self-esteem**, engendering skills for life and for the work place

### Aims

At Hamilton Careers Education and Guidance aims to -

- Engender the belief that all individuals have a responsibility to make a valuable **contribution** to their families, their communities and our society through employment and life-long learning
- Inspire young people by providing a PSHE Careers programme, employer talks, careers/ post 16 evenings, motivational speakers, mentoring schemes, Careers fairs, Masterclasses and University visits, making the most of external and **independent advice** for students
- provide the best **personalized learning** and advice for students in school
- raise **standards** of educational achievement for each student
- ensure that students **are well-informed**
- foster self-confidence, **interpersonal skills, appropriate behaviour, personal resilience** and other aspects of **positive self-presentation** when applying for jobs, and when in different working environments
- guide students to link school work and **outcome targets** to the next stage of their learning or training to encourage the **value of working hard with set goals in mind**

- make learning in lessons **relevant** to aspects of training, continuing education, jobs and careers
- be dynamic in enabling students to achieve their **potential**
- lead students to **understand** their **capabilities** and develop these and other aptitudes
- develop a 'can do' attitude which determines students to 'aim high'
- enables students to **overcome any barriers** to learning and success
- **provide enrichments and additional support** and guidance for all students, and especially for those who are disadvantaged (Pupil Premium/ Free School Meal), have additional or Special Needs
- to build an expectation of **self-belief** and **success** for students from different **backgrounds and ethnicities**
- enable students to understand the value of **equal opportunity** in the work place in securing **tolerance** and **exposing prejudice** against individuals and groups
- enable students to recognise and develop their **interests, talents and giftedness**, translating these **strengths into choices** they make at school, in Further Education, training, Higher Education including admission to the Russell Group of universities and Career route planning
- lead students to be **outward looking**, able to understand the range of careers options open to them
- provide **practical support and guidance** at every stage of learning, progression and career route planning
- provide information about financial support for students when planning long term career routes so that ambition isn't capped
- work proactively with a full range of **partners** from industry, local employers and work placement providers, education and training including the Careers Service
- engage students in **Enterprise** activities and develop **practical experience of leadership, team work, economic awareness, the importance of punctuality, attendance, time-management and other essential employability skills**
- ensure that all students receive appropriate support and challenge in English and maths teaching. There is a concerted drive for less able students to achieve Grade 4/5(C) which the hope that they don't have to repeat GCSEs aged 16 to 18. Supplementary literacy and numeracy interventions, especially for students with little or no English, and for students with additional or Special Needs are provided.
- provide opportunities for **vocational learning** and build work experience links for students
- provide **specialist staff** in leadership and management roles to ensure Careers Education and Guidance is a strength in students' education. Particularly at key transition points, and undertake face-to-face work with students and their parents
- include **literacy and numeracy to** focus on relevance for careers and training in lessons. The College lesson planning pro-forma focusses on the importance of these aspects of careers education and guidance.
- create departmental workschemes which include a learning 'relevance' to careers and the world of work

### Inspiring young people

A **senior staff mentor** is employed to inspire students to aim high in addition to teachers who are allocated higher ability teaching groups.. The aspirations databases are prepared as a result of personalized mentoring with students. These aim to link aspiration with ability and careers routes as early as possible and in particular during the Options process Easter of Year 8. Catch-up work, study support, holiday study and clubs for groups work with students in formal and informal ways to inspire students and offer practical guidance.

A **programme of University visits** is planned for students from years 8 to 11. These include 'Yes You Can' at University of Leicester for students from African heritage, the Languages Exchange at Leicester University, Aiming to use English and maths in year 8 and 9 at University of Leicester Social Sciences Degree Day, Hastings Direct Reach Challenge for the more able with behaviour difficulties, the Civil Services Mentoring Scheme for year 11 students, Vacation study weeks for year 10 students at de Montfort University, the Oxbridge partnership with Pembroke College Cambridge (Easter vacation school for the most able female scientists aiming to read medicine/ dentistry).

**Alumni.** Students who have left the College return to share experiences and encouragement for students, some undertaking work experience in the College in various departments. Some return to 16+ Parents Evenings to meet with students who are considering options or those who lack confidence to aim high. These ex-students inspire students in years 10 and 11 in individual cases. Staff also inspire students, not only in lessons, but through 'pen portrait' indicating their career routes and the choices they made at various junctures.

**Testimonials from Mentors** from industry, the Government and Higher Education prove to be inspirational for students who enjoy these different kinds of enrichments we offer at Hamilton. These are in the main provided through Hamilton's partnership with Leicester Cares.

Partnership work Colleges aims to inspire students to pursue courses, training and become apprentices. 16 + evenings and Skills Shows along with the work of our **CONNEXIONS Adviser** are very effective in inspiring students to frame their ambitions and take steps to achieve them. One-to-one work with our **Careers Guidance Assistant** and aspects of our Careers and Guidance lesson programme (PSHE) inspires students to make bold steps to make their ambitions achievable.

**Enrichment.** Authors in Residence, Gifted and Talented Study Days in partnership with Judgemeadow, STEM activities, Theatre nights, Live at the Arc and other enrichment trips and visits do inspire students. This is evidenced in their attendance at events, often voluntarily and through Student Voice.

Achievement partners. Hamilton works in partnership with the **Aim High Hub and the Widening Participation Partnership** as part of the Local Authority to ensure students are offered the full range of opportunities across Leicester city and further afield.

### **Building strong connections with employers**

All students are interviewed by our employment partner, 'Leicester Cares'

16+ Evening at Hamilton provides a great opportunity for students and parents to speak with a whole range of providers, Further Education staff and with staff from local industry and training hubs

Work placements for students are organised as part of our PSHE programme and as a major aspect of alternative learning programmes for selected students

Visits to places of work to make the realities of work in certain areas of employment real are carried out, eg. Millers Construction, Nylacast, Netherhall Special School

Access to on-line resources are available for students and guidance days to use these resources are organised

Careers management skills are provided for students by Careers staff and partners including CV writing, UCAS form preparation, CV building, job searches and interview preparation

As a result of the mentoring sessions students receive bullet points emerging from the sessions consolidating positive learning behaviours and aspirations. They also receive an action plan which is copied to their Tutor and PHSE teacher and every subject teacher. These are detailed and practical. Where students have been allocated a support mentor by senior staff Standards team, details are used to make the mentoring and support more pinpointed. This joint approach is favoured to encourage students to improve their learning behaviours and make improvements where these are needed.

### **Careers and Enterprise**

A member of staff are employed to foster links with the Enterprise Partnership. Vocational courses, including Business Studies are available for students to study in the curriculum. Enterprise Day for Year 10 students is an enjoyable and challenging experience for students who engage in problem solving and other work related skills linked to a 'real' industrial project, eg. Housing development, product design

Year 7 students are enabled to continue the enterprise challenges set in primary schools by taking part in the 7Up-Cyclers at Christmas, Diwali, Mothers Day, Easter, Fathers Day in partnership with Netherhall Special School

### **The National Careers Service**

Updates are provided for students. Relevant opportunities are given to individual students and groups of students by the Careers adviser and members of the careers team throughout the year and at key times when UCAS procedures are working through the school year. Students with special and additional needs are given individual guidance in the context of their other meetings and reviews held throughout the year.

### **Access to education and training and engagement with local training providers**

16 Plus evening is organised at Hamilton for students and their parents. Representatives from Colleges of Further education and Apprenticeship providers attend the evening and students are prepared so that they access these key people, gain information and make arrangements for future link days, visits or open days. These are followed up by careers staff.

Hamilton's partnership with Leicester cares is valuable in helping the College forge partnerships with local training providers who also provide motivational assemblies for students. Students are contacted on an individual basis and relevant opportunities are brought to their notice based on the

information and the interests they have communicated during their personal interviews and during the support sessions they receive as part of the UCAS process at work in the College.

### **Support, choices and Progression**

#### **Year 8 choices –**

The Aspiration Databases, created as a result of bespoke mentoring are a great tool in informing staffs' approaches in the classroom and encourage challenging target setting with students. Students enjoy the attention they receive as individuals, and they are spurred on to choose courses and frame ambitions and career routes which reflect their potential. This is especially important at the end of Year 8 when students and parents make crucial choices for study at Key Stage 4. Students with little or no English and students with other potential barriers to achievement are mentored by specialist staff to ensure choices are made with a medium and long term career route in mind.

#### **Key Stage 4 progression to Further Education or Training –**

Vulnerable students and those with SEN receive priority support from our CONNEXIONS Adviser in conjunction with SEN and REACH staff. These include students with Pupil Premium status from different ability groupings. Students with multiple and complex needs receive support and guidance for future careers planning as part of an inter-agency approach which aims to engage and reduce the possibility of young people becoming NEET. Practical help with UCAS application and support in making connections with relevant staff in partner Colleges are offered for students with additional needs.

Personal Statement building is supported for all students and special attention is given to students with high prior attainment and those who have made great progress to ensure that their ambitions are in tune with their higher level capabilities. Hamilton is committed to inspiring more able students to aim high.

On line tools are used with students to research interests and options. Eg. Plotr.co.uk

### **Face to face Careers Guidance**

Staff and former student role models are used to inform and inspire students. They are also guided through Thought for the Week, assemblies, Speedy Speakers, The National Citizenship Association, as well as through lessons as part of a personal and social education programme.

Mentors in school and those in partnership through The Civil Service and the REACH partnership, CONNEXIONS adviser and Careers Assistant key worker prove to be a positive, and often inspiring influence on students.

### **Participation in education or training post 16**

Students are guided to understand that they must study in a school, college or with a training provider, acquire an apprenticeship, traineeship or supported internship, or undertake full time work or volunteering combined with part time accredited study.

### **Working with Local Authorities (and Academy Trusts)**

Students are assisted in securing and taking up a place in post 16 education or training in partnership with the LA and the Careers Service. Plans to support the most vulnerable, at risk of becoming NEETS are especially detailed and personalised with the student and their families before they leave Hamilton.

Hamilton works in partnership with The Widening Participation Partnership.

### **Information Sharing**

Basic information is shared with post 16 providers, but sensitive and confidential information is not shared publicly, except with the permission of parents and the student concerned. If a student has been accustomed to learning support or would benefit from continuation of mentoring this is indicated.

### **Targeted support for vulnerable and disadvantaged (and Pupil Premium) students**

Hamilton's Careers team work closely with CONNEXIONS adviser and other staff to supply targeted support for students requiring alternative provision.

Students with Pupil Premium status receive support from Hamilton's Helping Extras menu and are led to access the 18 to 19 Bursary Fund with their post 16 provider in order to maximise their achievement.

### **Support for students with Special Educational Need/ Disabilities**

Students with EHC plans are prioritised. Support and guidance is individualised as part of their curriculum provision, but also with the LA and Careers Service when progressing to further education or training post 16. The guidelines 0 – 25 in the new Special Needs Code of Practice are used as a guide taking students' individual needs and ambitions into account.

### **Evaluation and Monitoring of Advice and Guidance**

The evaluation and the effectiveness of Careers Education and Guidance is carried out in preparation for the Improvement Plan and the SEF based on the improvements pinpointed by the Standards team. Targets are set based on robust review. The Trust/ Governing body receive reports illustrating the work achieved with students, case studies showing the journeys students particular students from different 'groups' have made. Data showing the destinations of students post 16, and further information is provided.

### **Quality Assurance and Feedback**

Student Voice and lesson observations are used to assess the effectiveness of careers education and guidance. Students are asked to complete Evaluations when interviewed. Senior colleague responsible for Careers Education and Guidance aim high reports to Governors where any queries or challenges are taken on.

## **Destinations**

The Careers team and partners make every effort to prepare students to take up and sustain their placements in education or training post 16.

This data is provided for former students by the Department of Education. The College is committed to reducing the possibility of students becoming NEET and work in the community is undertaken alongside the work of the CONNEXIONS adviser to reduce the NEET figure.

The Reintegration teacher in REACH and other senior staff responsible for attendance and behaviour liaise to make sure students who are often absent or educated off-site are attending their placements and making the progress planned.

## **The Role and Responsibility of the Trust / Governing Body**

Trust are committed to first class Careers Education and Guidance involving effective teaching and learning links, mentoring, information sharing, enrichments and partnership work.

Trust member/ governor are welcome to carry out a monitoring visit to assess aspects of the Careers Education and Guidance provided. This underlines the important duty to provide excellent careers education and also information for Ofsted inspection.