

Careers policy

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Date written: April 2021

Most recent review: July 2024

Review schedule: Annually

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1. Careers Aims

Introduction

Kisharon provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

Aims and purpose

- Prepare pupils for the transition to life after Kisharon Support to support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

2. Statutory requirements and recommendations

The careers provision at Kisharon is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

3. Careers Provision at Kisharon

All pupils have access to the following:

- Careers and preparing for life after Kisharon is a fundamental aspect of our whole-school curriculum
- Visitors into school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways.
- All pupils from Year 9 have access to advice and guidance from our careers advisor
- All pupils in Year 10 access a meeting with CSW advisor and school careers leader to explore future pathways
- Pupils attend relevant careers events hosted at Kisharon School
- School partnership with Hasmonian and other schools to provide a range of opportunities and careers talks and experiences

Key Stage 3

- Pupil pathways onto accredited and vocational courses are planned and prepared for in KS3
- Pupils take part in Enterprise projects across the school year
- STEM events and projects are a key part of the KS3 curriculum

Key Stage 4 (in addition to KS3 ongoing provision)

- One-to-one meetings with families, the school Careers Leader and careers advisor in Year 10 and Year 11 informs individual routes into Post 16 provision and appropriate and meaningful work experience opportunities
- Pupils in Year 10 and 11 undertake Work Experience and work based placements and opportunities.
- Pupils in Year 10 and 11 have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways
- Participation in cookery course, delivered by external professional chef
- Year 11 Mentoring programme through Enterprise Advisors and Babcock

The overall organisation of work experience is undertaken by the school Careers Leader who liaises with the individual class teams to ensure the most relevant and engaging opportunities are taken. Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed. All pupils on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader

6. Provider access aims

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

7. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997.

This policy shows how our school complies with these requirements.

8. Pupil entitlement

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for year 8 to 9 pupils and two encounters for year 10 to 11 pupils. For pupils in year 12 to 13, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to

- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Second Chance
- Mencap
- Barnet Department for Work and Pensions
- North London Heat and Power Project. London Waste Authority
- Barnet and Southgate College
- Oaklands College
- Langdon College
- Capital City College
- Pitman training

Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

- Langdon College

Last year our year 14 pupils moved to range of providers in the local area after school:

- Langdon College
- Chicken Shed
- Yad Voezer

9. Management of provider access requests

9.1 Procedure

A provider wishing to request access should contact Silvia Labra, Careers Lead.

Telephone: 020 8455 7483

Email: Silvia.Labra@kisharonschool.org.uk

9.2 Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Careers Leader to identify the most suitable opportunity for you (details above).

	Autumn term	Spring term	Summer term
Year 8	Assembly and tutor group opportunities - employability skills	Enterprise project leading to a whole school enterprise fair	Careers workshop
Year 9	Assembly and tutor group opportunities - employability skills	Enterprise project leading to a whole school enterprise fair	Careers workshops
Year 10	Assembly and tutor group opportunities - employability skills	Enterprise project leading to a whole school enterprise fair which is an opportunity for Networking with providers and employers	Work experience preparation sessions Work experience
Year 11	Assembly on opportunities at 16	Enterprise project leading to an enterprise fair Post-16 evening Post-16 taster sessions	Small group sessions: future education, training and employment options
Year 12	Higher education (HE) fair Post-18 assembly - apprenticeships	Enterprise project leading to an enterprise fair which is an opportunity for Networking with providers and employers	Art exhibition- promoting and hosting an event in the local community
Year 13	HE and higher apprenticeship applications	Enterprise project leading to an enterprise fair Assembly and small group opportunities - employability skills	Art exhibition- promoting and hosting an event in the local community

Please speak to Silvia Labra to identify the most suitable opportunity for you.

9.3 Granting and refusing access

All students will be able to access all opportunities

9.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

9.5 Premises and facilities

We are very lucky to have a very well resourced school and providers can have access to rooms, specialist equipment such as audio and visual devices.

Please contact Samuel Boohene, Facilities Manager for organising and agreeing which facilities can be used

Providers can leave prospectuses or other material for students to read and be shared with families.

10. Exam Contingency

10.1 Aims of Exam Contingency

To examine potential risks and issues that could disrupt the management and administration of exams

To mitigate the impact of disruptions to exam administration and to candidates by providing actions or procedures to follow

10.2 Legislation

This plan complies with the Joint Council for Qualifications (JCQ) General Regulations for Approved Centres, which requires all exam centres to have a written examination contingency plan/examinations policy.

It's also based on:

Ofqual's guidance on contingency planning

JCQ's exam contingency plan guidance

10.3 Responsibilities

The head of centre is the headteacher, Adina Collins. They are responsible for ensuring that:

- A written examination contingency plan/examinations policy is in place and covers all aspects of exam administration
- Staff are aware of these plans

Staff and invigilators

Staff and invigilators involved in the centre's exam process are responsible for reading, understanding and implementing the contingency plan.

10.4 Monitoring Arrangement

This policy will be reviewed by the headteacher every Summer term. At every review, the policy will be shared with the governing board.

10.5 Plan

The table below sets out examples of scenarios where you may need a contingency plan to minimise risk of disruption to examination administration and candidates. These are based on guidance from Ofqual and the JCQ, linked above.

Scenario	when to implement	actions	person(S) responsible
<p>Disruption of teaching time in the weeks before an exam, due to the centre being closed for an extended period</p>	<p>When the centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning</p>	<p>Seek advice from relevant awarding organisations and the JCQ</p> <p>Communicate with parents, carers and candidates about the potential for disruption to teaching time and plans to address this</p> <p>Have a contingency plan to facilitate alternative methods of learning, alternative venues or both</p> <p>Prioritise candidates who will be facing examinations shortly</p> <p>Advise candidates, where appropriate, to sit examinations in the next available series</p> <p>Communicate any changes to your plans with parents, carers and candidates</p>	<p>Headteacher/Head of Center</p> <p>Exams Officer</p>

<p>Candidates are unable to take examinations because of a crisis, but the centre remains open</p>	<p>If candidates are unable to attend examination centres to take examinations as normal, e.g. due to a sickness bug</p>	<p>Communicate with relevant awarding organisations at the outset to make them aware of the issue</p> <p>Liaise with these candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding organisations</p> <p>Communicate with parents, carers and candidates regarding solutions to the issue</p> <p>Offer candidates an opportunity to sit any examinations missed at the next available series</p> <p>Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements</p>	<p>Headteacher/Head of Center</p> <p>Exams Officer</p>
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<p>Centre is unable to open as normal during the examination period</p>	<p>If the centre is unable to open as normal for scheduled examinations, e.g. it is forced to close due to a fire, flood or reinforced autoclaved aerated concrete (RAAC) issue</p>	<p>Inform relevant awarding organisations as soon as possible</p> <p>Refer to emergency plans and/or health and safety policy, where appropriate</p> <p>Head of centre will decide whether the centre is safe to open, based on advice or instructions from relevant local or national agencies. Consider whether to open for examinations and examination candidates only, if possible</p> <p>Use alternative venues in agreement with relevant awarding organisations</p> <p>Communicate any changes to plans with parents, carers and candidates</p> <p>Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements</p> <p>Offer candidates an opportunity to sit any examinations missed at the next available series, if possible</p>	<p>Headteacher/Head of Center</p> <p>Exams Officer</p>
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<p>Disruption in the distribution of examination papers</p>	<p>If there is disruption to the distribution of examination papers to centres in advance of examinations</p>	<p>Find out from the awarding organisation if they're able to organise an alternative courier and time to deliver hard copies</p> <p>If the above isn't possible, organise receipt of electronic access to papers via a secure external network</p> <p>Have plans in place to ensure the school is able to receive, make and store papers under secure conditions</p> <p>As a last resort, the awarding organisation may consider rescheduling the examination</p>	<p>Headteacher/Head of Center</p> <p>Exams Officer</p>
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<p>Disruption to the transportation of completed examination scripts</p>	<p>If there is a delay in normal collection arrangements for completed examination scripts</p>	<p>If your examinations are part of the national 'yellow label service' or where your awarding organisation arranges collections, seek advice from awarding organisations and their normal collection agency regarding collection</p> <p>Only make alternative arrangements after approval from the awarding organisation</p> <p>Ensure secure storage of completed examination papers until collection</p> <p>If your centre makes its own transportation arrangements, investigate alternative arrangements that comply with the <u>JCQ's instructions for conducting examinations</u></p>	<p>Headteacher/Head of Center</p> <p>Exams Officer</p>
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<p>Assessment evidence is not available to be marked</p>	<p>In the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked – e.g. a fire or flood at the centre destroys completed examination scripts</p>	<p>Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers</p> <p>Where possible, the awarding organisation will generate candidate marks based on other appropriate evidence of candidate achievement</p> <p>Where marks cannot be generated by awarding organisations, candidates may need to retake affected assessment in a subsequent assessment series</p>	<p>Headteacher/Head of Center</p> <p>Exams Officer</p>
<p>Centre is unable to distribute results as normal or facilitate post-results services</p>	<p>If the centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services – e.g. due to failure of IT systems or a cyber attack</p>	<p>Contact awarding organisations about alternative options (if digital communications aren't available, make contact by other means, e.g. phone call)</p> <p>Make arrangements to access results at an alternative site</p> <p>Share facilities with other schools/colleges if possible</p> <p>Co-ordinate access to post-results services from an alternative site</p> <p>Contact the relevant awarding organisation if electronic</p>	<p>Headteacher/Head of Center</p> <p>Exams Officer</p>

		post-results requests are not possible	
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11. Links to other policies

At Kisharon Noe School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

- Safeguarding/child protection policy
- Careers guidance policy
- Curriculum policy