

Careers Policy

2019 - 20



KAA Mission Statement

INTREPIDUS (adj.)

Definitions: Undaunted, fearless, bold

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – INTREPIDUS – will help us to realise our ambition.

As KAA staff we aim to:

- Create a culture of high aspirations, high motivation and high achievement for all
- Build a strong community based on fairness and personal responsibility
- Welcome, value and respect all who come into the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- Promote positive dialogue and partnership with our community

Our four core values are:



We know they will guide our work to create an outstanding academy which transforms the lives of our students.

Context

Careers Guidance and Access for Education Providers.

The revised Statutory Guidance for schools (January 2018) requires Governing Bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 to Year 13. Careers Guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given and include information on the range of education and training options, including apprenticeships and technical education routes.

This policy considers a number of key policies and the above statutory guidance, including:

- The Gatsby Benchmarks of Good Careers guidance (see below).
 - Ofsted School Inspection Framework 2017.
- The Career Development Institute Framework for Employability and Enterprise Education 2018.

The eight Gatsby benchmarks of Good Career Guidance:

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

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Introduction

Aims

This careers policy aims to:

- Ensure students have the knowledge, skills and self-awareness to successfully transition into future education, training or employment and to fulfil their career ambitions.
- Foster independence and resilience, in keeping with our core values.
- Promote entrepreneurial attitudes and skills.
- Challenge stereotypes and broaden aspirations in relation to career choices.
- Develop the careers education we offer to students by working with parents and guardians, as well as education, community and business partners.

Our Model

The aims of this policy are met through a number of different means;

- A careers education programme from Years 7 – 13 delivered mainly through PSHE and tutor period.
- Impartial careers advice, provided by our in-house careers adviser and supplemented by independent guidance from external sources including online tools, visiting speakers, trips and partner organisations.
- Work experience placements for both Year 10 and 12 students
- A whole school 'Creates' entrepreneurship programme and a broad offer of high quality enrichment activities.

Implementation of the careers policy is overseen by a dedicated SLT member in charge of careers, supported by the school careers adviser. In addition to this, the Head of Sixth form is responsible for managing higher education guidance in Years 12 & 13. Form tutors also play a key role in delivering careers education through PSHE and tutor period.

KS3

PSHE

The main aims of our careers education programme in KS3 are to promote self-awareness and develop students' knowledge of the world of work whilst also providing support and information at key transitional stages.

In KS3, careers and entrepreneurship education is delivered for each year group during PSHE lessons in the Spr2 term. The exception to this is Year 9, when the whole spring term is dedicated to careers and GCSE option choices.

Year 7

- **Week 1 - My CV**
 - To explore the varying components of a CV
 - To understand what you can do throughout your education career to improve and develop your CV
- **Week 2 - What is a career? Aspirations and self-awareness.**
 - To consider on our aspirations for the future
 - To explore different career sectors
- **Week 3 - What is my money personality?**
 - To explore bank accounts available to young people
- **Week 4 - Money in real life**
 - To know how adults manage their money
 - To understand what incoming and outgoing adults have
 - To understand the basics of economising
- **Week 5 - The basic rules of business**
 - Different types of business
 - Career and employment legislation
 - Minimum wage
- **Week 6 - Creating a business**
 - To consider various roles in a business
 - To use creative skills to explore starting a business

Year 8

- **Week 1 - Self-awareness**
 - What is self-awareness?
 - Why is it so important in life?
- **Week 2 - Extra-curricular activities and developing into a rounded person**
 - Extra-curricular activities available inside and outside school
 - Skills associated with these activities

- Extra-curricular activities developing skills employers value.
- **Week 3 - Who and what influences your career?**
 - The influences on my career, including parental, peer, media, etc.
- **Week 4 - Social media and technology in careers**
 - How misusing social media sites could have an impact on your safety and future employment.
 - The potential dangers and advantages of social media
 - Ways in which you can prevent issues on social media from occurring
- **Week 5 - How do you choose a career?**
 - What is a career?
 - How to explore different careers, and using labour market information
 - Matching my strengths/skills and interests to some careers that might be right for me
- **Week 6 - Why is education so important?**
 - What does education teach us?
 - What would happen without education?
 - How can I use my education and the opportunities that I have been given?

Year 9

The spring term PSHE programme focuses on GCSE options and includes subject-related assemblies, as well as lesson and tutor period activities, to help students make informed GCSE choices.

In addition to this, all Year 9 students take part in a careers-themed induction day at the beginning of the year. The aim of this is to explore different career choices and how their GCSE options fit into their future ambitions.

Enrichment

The wide range of high quality enrichments on offer at KAA helps to broaden students' horizons, develop their self-awareness and independence whilst also teaching students more about the world.

Creates

Working with our partners Kensington Creates and volunteers from Goldman Sachs, we offer entrepreneurship and employability workshops to groups of students throughout the year.

At least one, off timetable 'Industry Day' is organised each year involving the whole school. Students develop their problem solving, team work and communication skills through working on a real world project briefs, supported by business volunteers.

KS4

PSHE & Tutor Period

Our mission is for all KS4 students to achieve their potential in their GCSEs, and to move on to high quality further education courses. In KS4, core PSHE curriculum is delivered through weekly tutor period sessions.

Year 10

- **Week 1 - What is work experience?**
 - What work experience actually is and why it is beneficial
 - How to research companies
 - How to apply for a placement
- **Week 2 - Cover Letters**
 - The components of a cover letter – what (not) to include
 - Tips and tricks for a good cover letter
 - Tone, grammar, punctuation for success
- **Week 3 - Writing cover letters**
 - What they can include in their own cover letter, and how to structure it
 - Students should have a draft cover letter at the end of this session
- **Week 4 - CVs**
 - What a CV is and what it contains
 - Why a CV is important
- **Week 5 - CVs part 2**
 - How they can improve their CV, and why they should aim to get lots of experiences to help them stand out from the competition
- **Week 6 - How to behave on work experience**
 - Good and bad professional conduct
 - What (not) to wear and how (not) to behave
- **Week 7 - How do you make the most of WEX?**
 - Creating professional contacts
 - The importance of proactivity and asking questions
 - The importance of reflection after the WEX placement is over

Year 11

- **Week 1 - Welcome to Y11**
 - Our expectations for the year ahead
 - Predicted grades – how they work
 - Key dates for revision, mock exams, exams, and progression

- **Week 2 - WEX Reflections**
 - What did you learn on your work experience placement?
 - What key skills did you develop?
 - How has it made you think differently about your future career?
 - Update CV to include WEX
- **Week 3 - Post-I6 options and pathways - Apprenticeships**
 - What an apprenticeship is, and the different levels of apprenticeship
 - When the apprenticeship assembly will be taking place
 - How and when to apply for an apprenticeship
 - What jobs/degrees you can get with an apprenticeship
 - How to apply and how to write an application
- **Week 4 - Post-I6 options and pathways – applied courses and A levels**
 - What an applied course is and what subjects are available (& where)
 - What A levels are and what subjects are available (& where)
 - How and when to apply for an applied course or A levels
 - What jobs/degrees you could get with an applied course or A levels
- **Week 5 - Application research part 1**
 - Use Unifrog/KAA Online to complete a CV and research options.
 - Use the Careers page to research and make a shortlist
 - Set aside time to apply for these courses before the deadlines
- **Week 6 - Application research part 2**
 - Use Unifrog/KAA Online to complete a CV and research options.
 - Use the Careers page to research and make a shortlist
 - Set aside time to apply for these courses before the deadlines

In addition to the PSHE sessions on progression, in Year 11 there will be many opportunities to assist students with post-I6 decision making.

- Students will attend an induction assembly held by our Vice principal, Sixth Form, focused on post-I6 options.
- They will attend a parents' evening in Aut1, where we will issue our post-I6 progression booklet, which includes more information on the different pathways to success, and how KAA will support students through the process.
- Also in Aut1, each year 11 student will have a one-to-one meeting with either a member of the Senior Leadership Team, or one of our Careers Advisors.
- Towards the end of the Aut2, students and parents will be invited to our mock GCSE results evening
- Throughout the Autumn term, there will also be dedicated assemblies to support students with their decision-making. These will feature talks from external agencies and other education providers, showcasing the range of post-I6 options available.
- Students' will also be directed to attend an external careers' fair to give additional insight into the opportunities available to students.

There will also be opportunities at both the Year 10 and Year 11 parents evening for parents to discuss Work Experience and Post-16 progression with the careers team, Head of Year, and Senior Leadership Team.

Enrichment

The wide range of high quality enrichments on offer at KAA helps to broaden students' horizons, develop their self-awareness and independence whilst also teaching students more about the world.

We aim to provide enrichments that specifically cater to students' career development needs, including the opportunity for Year 10 students to complete the Duke of Edinburgh's Award. Through working with Kensington Creates we are also offer Creates Clubs for each year group, which support students in running their own business as well a programme run by the Young Enterprise Company for Y10 students.

Work Experience

In 2017-18 we piloted our first ever strategy for WEX for our Y10 students, who undertook a week's work experience in the autumn term of Y11 during the two-week half term. For our Y10 students in 2018-19 we will be piloting a new strategy whereby students will undertake a week's work experience in the last week of the summer term.

Students in Year 10 are supported to find their own work experience. Our expectation is that parents support students in finding a work experience placement and this is communicated to students on their induction day after the summer break. Parents will be notified of this in a letter sent home towards the beginning of Aut1. Students are supported in finding placements through CV and e-mail writing lessons during the drop down day and through tutor period activities. Students are also able to access one to one support in finding a placement through our in-house careers adviser.

We understand that not all students will be able to find their own work experience opportunity, so we will find and organise placements for targeted groups of students.

KS5

The aim is to provide students with the information to choose the right career and gain the relevant skills to enable this, while retaining flexibility; students' first career is not likely to be their last one. In addition to the highest possible quality academic teaching, this breaks into the following areas:

PSHE & Tutor Period

During the autumn term, Year 12 students take part in a series of PSHE sessions focused on employability skills; CV writing, interview technique, writing speculative e-mails and finding work experience. They are also introduced to apprenticeships and other alternatives to university.

Our Thursday morning PSHE lecture series allows students to hear from a wide range of inspirational people about their career journeys. Our aim is to have at least two lectures per half term, with past speakers including former Deputy Children's Commissioner for England, Sue Berelowitz and Metro editor Toby Young.

One tutor period each week is dedicated to providing independent and impartial careers information to students. Resources are created by our in-house careers adviser, and include relevant videos as well as activities focused on self-awareness, career decision making and employability skills.

Extra-Curricular

Students hear from a range of external speakers through our enrichment programme of Academic Societies, which all students take part in. Students choose an academic society based on the subject they are most likely to study at university, meaning careers talks can be targeted based on employment sectors and students' interests. In the autumn term, each society is visited by a university student ambassador related to the society's subject. This is followed by at least one careers talk from an Inspiring the Future volunteer working in a related industry during the spring term.

Sixth Form students have the opportunity to complete their Duke of Edinburgh's Award whilst at KAA.

In Aut1, all year 12 students attend a 3-night residential at Lady Margaret Hall College at the University of Oxford. Students attend talks on applying to Oxbridge, workshops on study

skills and “getting it”, and a lecture by an Oxford professor. Following this, all year 12 students attend the University and Apprenticeship fair at the Emirates Stadium.

Students are also given opportunities to attend trips and workshops throughout the year, such as the Girl Up Leadership Summit, Model UN, a tour of Parliament, and additional apprenticeship and careers fairs.

UCAS Guidance

Students receive ongoing support throughout the year in relation to higher education decision-making and applications.

Our internal UCAS programme consists of a UCAS day during SUM2, which includes visitors from external agencies delivering sessions about higher education as well as alternatives to university, such as apprenticeships and school leaver’s programmes.

We will ensure parents and guardians are provided with information about university, non-university options, medical school and Oxbridge applications through a parent’s information evening in the autumn term.

Through our partnership with Godolphin and Latymer School, Sixth Form students wishing to apply to US universities are supported by a dedicated US universities adviser.

Work Experience

Year 12 students are encouraged to find their own work experience placements throughout the year or during our dedicated work experience week in the last week of the summer term.

Our Year 12 PSHE programme supports students with this process and our in-house careers adviser offers extra guidance to individual students looking for placements. Opportunities are also advertised throughout the year via the Sixth Form intranet, tutor period and academic societies.

A small number of placements are offered through the school in specialist areas such as medicine and architecture.

Whole School Strategy

Information and Advice

Students can gain access to independent and impartial advice via careers resource areas on the school intranet; KAA Online. Separate areas for KS3 & 4 and Sixth Form ensure information provided is age appropriate and relevant to key transition points. Physical careers resources are also available in the KS4 and Sixth Form libraries.

In addition to this, Sixth Form students can access comprehensive and up-to-date information about post-18 options via the online platform Unifrog. This is done independently and during dedicated PSHE lessons and tutor period. The Unifrog platform will also be used by Y10 & 11 students to research and plan for their transition to further education from 2017-18.

Our in-house careers adviser provides impartial advice and guidance to all KS4 & 5 students through regular drop in sessions. We will be piloting a referral scheme this year, whereby Directors of Learning will refer students to the careers advisor whom they feel requires targeted, one to one support.

Within our specialist autism support unit, the Grandin Centre, we have a dedicated teacher (qualified SENCO) responsible for advising Grandin students about post-16 options and supporting their transition to education or training after KS4.

In the autumn term, all Year 12 students visit the University and Apprenticeship Fair, providing an opportunity to meet with a range of employers, education providers and careers guidance organisations.

Throughout the year, students from all year groups have participated in workshops run by the careers team and/or external providers. A snapshot of the workshops from 2018-19 is included below:

Year 7 – Youth Construction Trust: “Pythagoras’ Theorem in Construction”

Year 8 – Imperial College London Makerspace: “Proto-Maker Challenge”

Year 9 – Fearless Futures: “Enhance your critical thinking, confidence, and resilience”

Year 10 – CitiBank: “Raising aspirations: women in finance”

Year 11 – Apprenticeship Support and Knowledge for Schools (ASK) Programme: “What apprenticeships are available and how would I find them?”

Year 12 – Feeding Britain’s Futures: “What are my skills and how am I going to sell them on paper?”

Year 13 – Inner Temple/Young Citizens: “Criminal Law – Mock Trial”

External Support

IntoUniversity

We work closely with IntoUniversity to ensure that targeted groups of students receive information, advice and guidance about higher education. Our IntoUniversity cohorts in each year group, including the Sixth Form, attend workshops twice a year throughout their time at KAA. Students also benefit from a range of opportunities offered by IntoUniversity, including after school drop-in sessions and work experience opportunities.

The Access Project

Working in partnership with The Access Project, we will provide high quality tutoring and mentoring to a group of around fifty Year 10 and Sixth Form students.

NEET Support Services

From August 2019, all NEET or potential NEET students in years 7 to 11 will be referred to Early Help. This is a new multi-agency service incorporating professionals from Early Years, Family Support, School Attendance and Youth Support. They offer a range of different interventions based on the requirements of the individual.

Potential NEETs in Years 12 and 13 are referred to the London Councils Pan-London Leavers Process. In addition, since opening our Sixth Form in 2016 we have developed partnerships with local authority NEET support services. Students who leave the academy before finishing Year 12 or 13 are also referred to Resurgo, a 6-week employability programme, which is followed up by a 1-year mentor support program.

The school also works with the Princes' Trust Achieve programme with a targeted group of around 30 at risk students, which we intend to trial with our School Within a School (SWS) programme in 2018-19.