



Higher Education & Careers Employability Learning Policy

Southbank International School

1 Introduction

- 1.1 The purpose of this policy is to provide details about our careers and employability learning (CEL) programme.
- 1.2 The Department for Education (DFE) makes statutory guidance available on careers guidance. This does not apply to independent schools. However, this policy incorporates many elements of the statutory guidance in order to benchmark against the most effective practice.
- 1.3 This guidance applies to all pupils from Grade 6.

2 Regulations

- 2.1 The statutory regulations relating to independent schools states that pupils receiving secondary education should have access to accurate, up-to-date careers guidance which:
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential.

3 Overview and oversight

- 3.1 Effective careers and employability learning enables pupils to be well informed, well supported, know where to find information and choose a career or next step which is right for them.
- 3.2 We view careers and employability learning as connecting learning to the future for our pupils. We aim to motivate our pupils by giving them a clearer idea of the routes to jobs and future careers that they will find engaging and rewarding. We believe that good careers and employability learning widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life.
- 3.3 The member of staff with responsibility for oversight of the Higher Education & Careers Employability Learning Department is ANA DE CASTRO, Higher Education & Careers Lead - (CDI Registered Careers Professional and Leader (Level 6)).
- 3.4 The delivery of the careers and employability learning programme is a shared responsibility of all Southbank staff responsible for the hidden curriculum (Social and Emotional Learning (SEL)) and the curriculum. The approach is holistic and integrated with HEC Lead and team members supporting Grade Leaders and HoFs.

4 Elements of our programme

- 4.1 Details of our programme can be found in annex 1.
- 4.2 Details of external resources for staff, pupils and parents can be found in annex 2.

5 Evaluation and review

- 5.1 It is the responsibility of the HEC Lead with key SLT members for oversight to keep the programme under review.

- 5.2 The proprietor will evaluate the impact of the programme through a range of methods including discussion with students, discussion with staff and scrutiny of key data.

Annex 1: Careers & Employability Learning Programme

Careers programme

Grade 6	<p>CEL units of work and lessons help students to explore and identify personal strengths and weaknesses and match these with potential career pathways. Lessons explore different types of jobs and careers in the context of <i>Open World</i> (the world of work).</p> <p>Opportunities are created for students to interview professionals from different career fields following a presentation - Parent Assemblies..</p> <p>Students start to develop their CEL Profile on Firefly, which will grow with them.</p> <p>Students access the Opportunities Listings via the Student Firefly portal.</p>
Grade 7	<p>CEL units of work and lessons help students to explore and identify personal strengths and weaknesses and match these with potential career pathways. Lessons explore different types of jobs and careers in the context of <i>Open World</i> (the world of work).</p> <p>Students engage in a Careers & Employability Learning Fair linked to the Annual National Careers Week.</p> <p>Students access the Opportunities Listings via the Student Firefly portal.</p>
Grade 8	<p>Students investigate different careers available to them and start to make connections between careers, the qualifications and grades required to work in a particular field.</p> <p>Students are encouraged to begin to explore soft skills and experience lessons focused on applying for a job and the interview process.</p> <p>Students take part in a Take Your Child To Work Day - activity supported by the school's parent community.</p> <p>Students continue to develop their CEL Profile on Firefly.</p> <p>Students access the Opportunities Listings via the Student Firefly portal.</p>
Grade 9	<p>Students are encouraged to undertake and find their own placement for work experience during their holidays. As part of this, students receive support from Advisors and HEC team on managing the process of applying for a work placement, writing a CV and writing a formal letter of application.</p> <p>Students are encouraged to take part in University Experience days and register for summer courses and events.</p> <p>Students take part in Southbank's Biannual Worldwide University Fair.</p>

	<p>Students continue to develop their CEL Profile on Student Firefly.</p> <p>Students access the Opportunities Listings via the Student Firefly portal.</p>
Grade 10	<p>Students are guided by the DP Coordinator, the HEC team and subject teachers in their decision making for 16+ options and engage in interviews to support them through this process.</p> <p>Students are facilitated information on assessment tools available to help identify traits and match interests to options.</p> <p>Students are encouraged to try internships, volunteering in fields in which they are interested during the summer. A hands-on approach gives students a true feel of how a potential career could fit. Internships and volunteer work are used to develop a student's CV in a particular career interest. Students use the Barclays LifeSkills to continue to develop interview skills and more; to prepare young people for the 21st</p> <p>Students take part in the Southbank's Biannual Worldwide University Fair.</p> <p>Students continue to develop their CEL Profile on Firefly.</p> <p>Students access the Opportunities Listings via the Student Firefly portal.</p>
Grade 11	<p>In Grade 11 students are supported and guided through the university and college application process that begins with all students setting up their own BridgeU accounts - the platform used in school to support the application process to HE.</p> <p>Individual family meetings take place between HEC team members and students to discuss possible courses, colleges and universities. By the time students enter Grade 12, students have developed an understanding of the application process to the UK, North America and Worldwide colleges and universities.</p> <p>Students are strongly encouraged to make university/college visits. Workshops are held throughout the academic year such as Future Planning Parent Night, Higher Education Trends, Common Application, Writing Personal Statements, Writing Your College Essay, as well as other seminars necessary.</p> <p>Visits through Outreach programmes are facilitated to different universities. Guest speakers are invited to deliver sessions on Post 18-Options and finding the best fit.</p> <p>Students access the 'Find the Best Fit Guide' to support choices.</p> <p>Students benefit from an 'Applications Workshop Day' in May to kick-start the process and work to be done over the summer.</p> <p>Students revisit applying for a job, interview skills, developing LinkedIn profiles and as well as updating their CV when appropriate.</p> <p>Students attend the UCAS Higher Education Exhibition at the ExCel Centre – London.</p> <p>Students take part in Southbank's Worldwide Biannual University Fair.</p>

	Students access the Opportunities Listings via the Student Firefly portal.
Grade 12	<p>Students meet with the HEC Advisors at the start of the school year to review their options and process their applications. There are continued meetings throughout the semester. Our goal is to make this process as smooth and as stress-free as possible.</p> <p>Students are regularly updated upon issues regarding careers with information disseminated through the weekly Opportunities Listings and through BridgeU.</p> <p>Through Outreach partnerships, speakers deliver sessions on Life skills, Budgeting, Interview skills, Options and Choices & Wellbeing.</p> <p>Students revisit applying for a job and undergoing an interview, as well as updating their CV and LinkedIn profiles when appropriate.</p> <p>Students take part in Southbank's Worldwide Biannual University Fair.</p>

Access to external, impartial advice

In addition to the work, which we undertake as part of our planned programme, we make pupils and parents aware of the following sources of information:

National Careers Service

<https://nationalcareersservice.direct.gov.uk> Tel: 0800 100 900

www.direct.gov.uk/nationalcareersservice

Job profiles on hundreds of careers, skills builders and career planning for young people and adults.

www.movingonmagazine.co.uk

Web based careers magazine, with short articles relating to careers and qualifications, plus advice and information.

www.barclayslifeskills.com

An excellent interactive site helping you to identify your skills and abilities, with a CV builder and much more.

www.careersbox.co.uk

Short films about many careers and general careers information

www.icould.com

A guide to careers in science and technology.

www.icould.com/whose-crew-are-you

Help to identify the areas of science or technology you might be suited to.

www.creativeskillset.org

An excellent guide to creative careers in areas such as film and TV, design, writing and games development.

Labour market information

Careers Guidance Policy

We actively encourage our pupils to access labour market information as this can help each pupil and their parents understand the salaries and promotion opportunities for different jobs. Labour market information (LMI) can be accessed from different sources. We signpost our pupils to the National Careers Service <http://www.lmiforall.org.uk>

Addressing the needs of each pupil

In order to ensure bespoke advice, a variety of strategies and methods are employed to deliver careers education and meet the learning styles and needs of all students. These strategies include whole-class teaching, collaborative units of work, group work and individual interviews with the careers counsellors.

A range of techniques are used, such as teacher-led delivery, investigation, discussion and debate, guest speakers, business partners, role-play, work experience, mock interviews and external visits.

Careers and Employability learning is delivered through:

- CEL units in PSHEE and integrated in units of work.
- Special events and extra-curricular activities (information events, Transition Taster Days, bi-annual university fair and assemblies.
- Drop-in sessions and workshops.

Our approach provides equal access to support regardless of background.

Linking careers guidance to the curriculum

There are many links made to careers guidance throughout our curriculum, for example:

Subject	Example
All Subjects	Approaches to Teaching and Learning in the MYP & DP programmes
IB Learner Profile	IB Learner Profile Attributes embedded in units
PSHEE	LifeSkills Resources Lesson: Work Skills: Enterprise Goal setting, negotiating and persuading; CEL

Encounters with employers and employees

We recognise the value of our pupils having access to both employers and employees to receive first-hand information about careers and next steps. We ensure that in every year group from Year 7 upwards, pupils participate in at least one meaningful encounter with an employer. As a minimum, this includes:

Grade 6	Parent Assemblies
Grade 7	CEL Fair
Grade 8	Take Your Child To Work Day
Grade 9	Work experience placement; CV workshop
Grade 10	Work experience placement; Outreach visits; University Events
Grade 11	Summer Work Experience & Internship; Student Finance & Budgeting; Parent Assemblies
Grade 12	Summer Internship

Experiences of workplaces

In addition to school-based encounters, pupils have first-hand experience of workplaces. There is evidence that work experience gives pupils a more realistic idea of the expectations and realities of the workplace. We provide this in the following way:

Grade 9 is encouraged to undertake a week of work experience. Students are encouraged to find their own placement.

Encounters with further and higher education

We encourage every pupil to think proactively about their next stage of education. We believe that every pupil should realise that all of their educational choices have implications on their longer term career. Under the raising the participation age requirements (RPA), all young people in England are required to continue in education or training until at least their 18th birthday.

The HEC teamwork with parents and students in Grades 9 - 12 to help them explore career options after Southbank. We believe that the process of future planning is more successful when students start exploring potential careers early. The aim is for Grade 12 students to feel comfortable and confident about their potential career, course and university choices.

Higher Education and Careers Guidance at Southbank is carefully structured to lead students through the process of career selection and to help them to make successful applications to future institutions. We provide access to information in this area in the following way:

- One-to-one meetings
- Presentation evenings
- Assemblies
- Workshops
- Visits to universities through Outreach
- Opportunities of the Week Listings
- Southbank 'Finding the Best Fit' booklet (reviewed annually)

Personal guidance

The aim is to help students understand themselves and develop their capabilities through thinking about education, training and work by assessing their own needs, interests, values, aptitudes and aspirations. The goal is to encourage students to develop increasing autonomy in making decisions, in implementing their career planning.

Southbank International School has a responsibility to develop students' understanding of the changing patterns of work and careers in an increasingly technological society. The aim is to help every student realise his or her potential and so increase economic competitiveness and support social mobility.

We provide personal guidance in the following way:

- Building self-confidence and self-reliance
- Promoting the IB Learner Profile & ATL skills
- Promoting positive and informed attitudes to learning
- Improving progression
- Opening doors to the future in a global context that is coherent with the IB programmes

Annex 2: Useful resources

Statutory guidance from DFE: Note that this is statutory for maintained schools and not for independent schools. It can be used as a useful source of information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

Gatsby Good Career Guidance: A report on improving career guidance in secondary schools, which includes the Gatsby Benchmarks.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Gatsby Good Practice: A website, which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Compass: A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.

<https://schoolshub.careersandenterprise.co.uk/login>

State of the Nation 2017: A report on the careers and enterprise provision in secondary schools in England in 2016/17. It examines how schools are performing in relation to the Gatsby Benchmarks, based on data from responses to the Compass tool.

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/state_of_the_nation_report_digital.pdf

Careers & Enterprise Company: The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.

<https://www.careersandenterprise.co.uk/>

Careers & Enterprise Company: Schools and Colleges. Connects schools to businesses volunteers and careers activity programmes.

<https://www.careersandenterprise.co.uk/schools-and-colleges>

National Careers Service: The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. Qualified careers advisers support this.

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Baker Dearing Educational Trust: Information on University Technical Colleges.

<http://www.utcolleges.org/>

Career Development Institute: The Career Development Institute is the single UK-wide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools, which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.

<http://www.thecdi.net/>

Career Development Institute Framework for careers, employability and enterprise Education: A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.
http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf

UK Register of Career Development Professionals: The single national point of reference for ensuring and promoting the professional status of career Practitioners.
<http://www.thecdi.net/Professional-Register->

Quality in Careers Standard: The Quality in Careers Standard in the national quality award for careers education, information, advice and guidance.
<http://www.qualityincareers.org.uk/>

Find an Apprenticeship: Search and apply for an apprenticeship in England.
<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

LMI for All: An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.
<http://www.lmiforall.org.uk/>

STEM Ambassadors: A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings
<https://www.stem.org.uk/stem-ambassadors>

Studio Schools Trust: The organisation that unites all Studio Schools, acting as a linking point between Studio Schools, enabling the sharing of best practice as well as providing advice and curriculum support.
<https://studioschoolstrust.org/>

Unistats: The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective students.
<https://unistats.ac.uk/>

Your Daughter's Future: A careers toolkit for parents.
<https://www.gov.uk/government/news/your-daughters-future>

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Simon Camby
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Careers Guidance Policy

	School, Southbank International Westminster Campus, St Clares School. Consultation with Heads from the following 13+ schools: Cumnor House School, Downsend Prep School, Milbourne Lodge School, NBH Prep School. Consultation with the following members of the education team: Danuta Tomasz (ADE), Robin Davies (ADE), James Carroll (ADE), Marian Harker (QA Officer)
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Audience	
Audience	Staff, parents and students at Southbank

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

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Review date	The school or proprietor will keep this policy under review and will update it as required

Related documentation	
Related documentation	School schemes of work