



**HAILEY HALL SCHOOL**

**Believe | Strive | Achieve**

# **Careers Strategy**

## **2024 - 2025**

**Date approved: Summer Term 2024**

**Date of next review: Summer Term 2025**

**Responsible Committee: Board of Trustees**

**Responsible staff member: Mr Peter Gregory - Careers Lead**

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## Our Vision

### ***Our vision for Careers ( CEAIG ) at Hailey Hall is:***

- *We are committed to career education and access to career guidance for all pupils at Hailey Hall.*
- *We recognise the importance of providing real-life contacts and experiences from the world of work and therefore aim to create tomorrow's citizens today.*

This strategy sets out a clear plan on how we intend to work towards meeting this vision in the short, medium, and long term. It is to be read in conjunction with our careers policy that can be found on the Careers Hub.

For further information, contact the school's Careers Lead - Peter Gregory at [pgregory@haileyhall.herts.sch.uk](mailto:pgregory@haileyhall.herts.sch.uk) or 01992 465208 Ext 220.

## Objectives

- *To meet the eight Gatsby benchmarks for good career guidance as recommended by the Department of Education Careers Strategy 2018 by November 2020*
- *To become recognised as the leading school in CEIAG in the Hertford area*
- *To enable all learners to reach a positive destination in learning or training after Year 11*
- *To review and implement our careers tutorial programme at KS3 and KS4*
- *To ensure we increase our employer encounters, links and pupils' experience of the workplace through a range of activities and events.*

We will monitor and evaluate our progress in achieving these aims on a termly basis and reviewed annually.

## Our Strengths

- Continued positive working relationships with local colleges, sixth form, learning and employment providers.

Using the Compass plus (special schools) tool has enabled us to see how the provision of Careers Guidance at Hailey Hall School compares against these benchmarks. Results from Compass plus are all recorded on the school website.

Below is a review of our programme from the 2021-2022 academic year with compass results alongside key recommendations.

Gatsby Benchmarks		The provision at Hailey Hall	Review and recommendations
1. A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers	<p>Key Stage 3</p> <ul style="list-style-type: none"> <li>● Year 7 - Introduction to Careers and survey</li> <li>● Year 8 – Maths Day with employability skills focus -</li> <li>● Year 9 –</li> <li>● All years Cross-curricular day -</li> </ul> <p>Key Stage 4</p> <ul style="list-style-type: none"> <li>● Year 10 – Careers Fair –</li> <li>● Year 11 – Post 16 Application support workshops and interviews –<b>Jan - 2025</b></li> </ul> <p>Every Year group also studies a careers education unit in Learning for Life lessons. These units will usually last between 6 and 8 lessons.</p>	<p><u>Key aims of our careers programme</u></p> <ul style="list-style-type: none"> <li>● Understanding yourself                             <ul style="list-style-type: none"> <li>○ Pupils understand themselves and their influences on them.</li> </ul> </li> <li>● Understanding the world of work                             <ul style="list-style-type: none"> <li>○ Pupils investigate opportunities in learning and work.</li> </ul> </li> <li>● Developing career management skills                             <ul style="list-style-type: none"> <li>○ Pupils make and adjust plans to manage change and transition.</li> </ul> </li> </ul>
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities.	<p>Pupils, staff and parents have access to a wide range of websites where they can access local and national Labour Market Information.</p> <p>Careers information is added regularly to the school newsletter.</p>	<p>Review of websites - Too much choice (cognitive overload - pupils struggle with too much choice).</p> <p>Research suggests that pupils are interested in long-term earnings if they are hoping to attend university.</p>

<p>3. ADDRESSING THE NEEDS OF EACH PUPIL</p>	<p>Pupils have different career guidance needs at different stages.</p> <p>Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>Examples include;</p> <p>Careers Guidance - one-to-one with PAs from Herts and Essex</p> <p>Visits to Post 16 placement tasters etc as required to assist transition.</p> <p>Alternative Learning Provision (ALP) for pupils struggling in school settings such as Behaviour or attendance issues.</p> <p>Independent Travel Training ( ITT ), with support from County transport workshops with Yr 11 in the Spring term to identify post-16 transport needs.</p>	<p>Reviewing Careers guidance - meeting regularly with PAs to review and re-model).</p>
<p>4. LINKING CURRICULUM LEARNING TO CAREERS</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>A subject audit is completed each academic year.</p> <p>Pupils have access to a range of careers linked to subjects</p> <p>Science week</p> <p>Sex Education Day – Years 9 and 10</p> <p>National Apprenticeship week</p> <p>Careers week.</p>	<p><b>Area of development</b></p> <p>All / the overwhelming majority of pupils by the time they leave school, have meaningfully experienced career learning as part of:</p> <ul style="list-style-type: none"> <li>● English lessons</li> <li>● Maths lessons</li> <li>● Science lessons</li> </ul>
<p>5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting different and varied employers.</p>	<p>Throughout the year we have a wide range of visits booked to different employers</p> <p>Year 7 – Pizza Express – Harlow, Catering</p> <p>Year 8 – Hertford Fire Station</p> <p>Year 9 – Computer Centre Hatfield</p> <p>Year 10 – Glaxo Smith Kline – STEM, Generation Broxbourne , Careers Fair, Hoddesdon</p> <p>Year 11 – Hertfordshire University – Higher education.</p> <p>Mock interview training with Job Centre plus</p>	<p>To discuss with pupils regularly various employment pathways preferred and to source appropriate visits.</p>
<p>6. EXPERIENCES OF WORKPLACES</p>	<p>Every pupil should have the first-hand experience of the workplace through work visits, work shadowing and / or work experience to help their exploration of career opportunities and expand their networks.</p>	<p>All Year 10 pupils partake in work experience during the Spring term.</p> <p>Many pupils across both KS3 and KS4 are given opportunities to participate in work experiences. This is mainly due to employer encounters.</p> <p>Year 10 Employability Class</p> <p>Sports Leadership opportunities.</p>	<p><b>Area of development</b></p> <p>To ensure that all pupils have an experience of the workplace before they are 16.</p> <p>Our enterprise advisor is currently supporting us in this area.</p>

7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Year 10 careers fair which takes place each year is attended by a wide range of colleges and employers. This experience is also open to parents to attend as well as pupils from Key Stage 3. Via HUB <ul style="list-style-type: none"> <li>Hertfordshire University (Hatfield)</li> <li>John Warner (Hoddesdon) 6<sup>th</sup> Form</li> <li>Herts Regional College, Turnford / Ware</li> </ul>	<b>Area of development</b> To ensure that all pupils have had meaningful encounters with independent training providers.  Gatsby Recommendation: <i>Ensuring that all pupils have an encounter with a training provider and at least one visit to a university.</i>
8. PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected of all pupils but should be timed to meet their individual needs. We work with Services for Young People (Herts pupils ) Preparing for Adulthood ( Essex pupils )	Pupils receive one-to-one interviews with our Independent career advisors There is a big focus on this for Yr 9, Y10 & Y11 pupils, however, this service is available to all pupils. Years 9 and 11 pupils before their options. Our careers Lead (Peter Gregory) is also available daily Independent Travel Training (Herts) repost 16 support	Peter Gregory working closely with guidance advisors The long-term strategy is to deliver more group sessions lower down the school to identify vulnerable groups earlier. Currently reviewing monitoring systems as well as action plans. Look at how we use our advisors at parents' evening.

## Roles and Responsibilities

*Careers guidance is the responsibility of all relevant staff at Hailey Hall.*

Name	Title	Main responsibilities
<b>Mr Barnaby Aldiss</b>	Senior Leader Careers Link	Strategic Overview
<b>Mr Peter Gregory</b>	Career Leader	Developing strategy, careers programme
<b>Miss Sara Hill</b>	SENDCo	e.g. co-ordinating EHCP and careers interviews
<b>Ms Alicia Loxley-Careers and Enterprise Company ( CEC)</b>	Enterprise Co-ordinator	e.g. supporting employer engagement
<b>Ms Neeti Gandecha</b>	Enterprise Adviser	Strategic support around careers
<b>Mrs Jacqueline Clarke</b>	Link Governor	Link to Board of Trustees