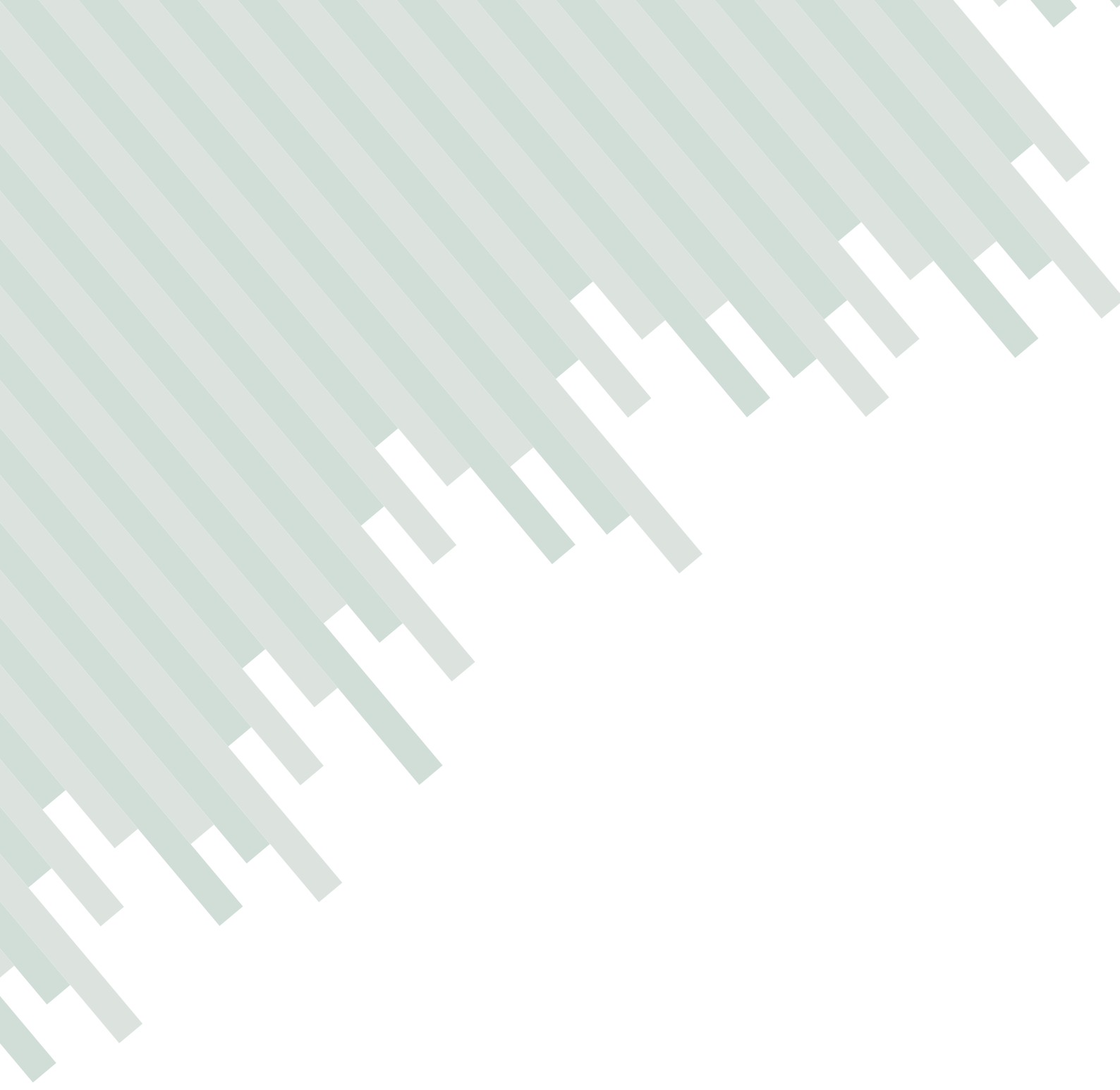


# Careers Programme



MALET  
LAMBERT



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# Who's Who?

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# Programme Overview

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*Malet Lambert aims to help all students fulfil their potential and experience success through an educational environment, which responds to individual needs and stimulates and challenges each and every student. The processes of informing, advising and guiding students are accorded a high priority within our school, and are seen as crucial in preparing students to make decisions regarding the opportunities and challenges of adult and working life.*

**Information** — information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact — individual, in groups or classes — written or printed materials, ICT software and websites.

**Advice** — this involves:

- helping students to understand and interpret information
- providing information and answers to questions
- clarifying misunderstandings
- understanding their circumstances, abilities and targets
- advising them on their options or how to go about a given course of action
- identifying needs and signposting or referring young people who may need more in-depth guidance and support.

Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

**Guidance** - aims to:

- support young people to better understand themselves and their needs
- confront barriers to understanding, learning and progression
- resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential.

## Context

The need to inform, advise and guide students are generic processes which take place within many contexts. This document seeks to describe these processes and to explain their application through the range of curriculum and enrichment within Malet Lambert.

# Information

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Careers and personal development information is located within the Learning Resource Centre. This is part of the school library and is open to students during regular library opening hours. The resource centre is maintained by the school librarian. ICT access is available in the library for START and Log On Move On. Students receive sessions on careers education and guidance throughout in school for Years 7 – 11 during PSHE lessons.

All staff are encouraged to incorporate information into lessons to encourage students to make the links between lifestyle and progression. At periods of decision making and transition points, staff receive a news-sheet updating them on any new and relevant information resources which might be helpful in supporting the choices of students.

CEIAG activities and lessons for pupils are centred around a core set of themes that build up year on year to create a pupil who is well-informed and confident of their potential career path the options available to them.

# Advice

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Advice to students on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals.

Tutors offer informal advice during tutorial sessions and through their daily one to-one contact with students. Tutors are well placed to understand the varied needs of their students and will usually have in-depth knowledge of the student and their circumstances. The tutor is often the first point of contact for a student who may have an issue they wish to discuss.

Formal advice to students will take place through review and target setting, during which tutors will help students understand their options - life, learning or work — and set and review targets for achieving goals. Students in Years 9, 10 and 11 have the opportunity to have a careers interview to discuss their future options. All six Heads of House can liaise with CEIAG staff to arrange careers meetings as appropriate.

Advice is also provided by curriculum teachers, visitors and other professionals working in our school. In order to support all staff to deliver impartial and timely advice this policy will be included in the staff handbook — this will be given to all staff and regular visitors at the start of each academic year. We have a good working relationship with local training providers, college and businesses. A variety of events are organised and coordinated throughout the school calendar year with these groups in attendance.

Whilst the school expects all staff to offer impartial advice to students, staff should clearly understand the limits of their professional skills and knowledge of the range of issues facing students. The provision of an advice service will from time to time result in referral to other staff within the school and to other professionals offering a more in-depth and specialist support service.

# Referral

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An individual working with a student may identify the need for support from a specialist, for example a Connexions PA. In this case a system of referral exists. The referral system in place facilitates obtaining specialist advice or resources to meet individuals' needs where these cannot be met with current resources.

Our school's referral system is clearly communicated to staff - particularly highlighted to Year 11 tutors and SEND staff - and CEIAG is incorporated in new staff training programme. Students are always involved in the process of referral. They are informed of the process and their views are sought at all times. The referral process makes provision for students and their parents to self-refer.

Relevant background information is provided at the time of the referral, written down and updated according to the outcomes of the referral. Confidentiality should be respected, where this is possible.



# Guidance

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Guidance is a client-centred process which helps a young person to personalise the knowledge and skills gained throughout their full range of learning opportunities.

Guidance consists of a number of planned interventions, which enable young people to make and implement well informed and realistic decisions about their path through life, and manage the subsequent transitions. Guidance may take place in a number of settings including:

- one-to-one discussions
- group activities
- the provision of, and support in using, information and IT applications.

The taught curriculum and pastoral support programme also offer a range of guidance opportunities. Some of these are described below.

## One-to-one guidance sessions

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Young people receive guidance through one-to-one interventions both formally and informally from a range of staff in learning organisations. In-depth guidance on personal, learning and work issues is provided by the Career Advisors. Details of the arrangements with Connexions are clearly described in the annual partnership agreement. Further specialist advice and guidance is provided by the school nurse, the youth worker and local PCSO's who are all regular visitors to our school. The Careers Support Worker is available to help pupils find information related to their chosen progression route.

# Careers education

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Guidance on delivering the statutory entitlement to careers education and guidance is contained within the document *The Careers Strategy: making the most of everyone's skills and talents*.



The statutory requirement to deliver careers education to all students in Years 8 to 11 is met through careers education elements of the personal, social and health education and citizenship programme. Students participate in a series of Enrichment days throughout the year, usually delivered by form tutors. As well as the PSHE (Enrichment) programme we give students the opportunity to take part in a variety of careers events throughout the school year. Tutor time is utilised for pupils to complete Taster Day choices and take part in college talks.

# Enrichment

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The programme of PSHE (Enrichment) in school aims to help students develop:

- confidence and responsibility and make the most of their abilities
- a healthy, safer lifestyle
- good relationships and respect for the differences between people.

Throughout the delivery of Enrichment, pupils are signposted to a wide variety of sources where CEIAG can be received including a number of outside agencies. Where appropriate these outside agencies are brought into school to help deliver and advise pupils.

Within the PSHE curriculum, advice and guidance is delivered on sex and relationship education, drugs and alcohol, economic wellbeing and emotional wellbeing.



# *Employability*

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Activities during National Careers Week, as well as regular activities/events during the school year, raise pupils' awareness of the world of work. In Year 10, a main element of work related learning is the work experience opportunity. Work experience is available for all students in Year 10 and takes place in May. Placements are provided through private contacts with local employers and training providers. All work placements are checked for health and safety. A member of staff visits all students who take part in work experience. Preparation for work experience including a health and safety briefing takes place prior to the work experience week.

# Monitoring, review and evaluation



Year 11 progression data — destination information — this information is provided by Connexions and is used to monitor the number of students who progress into various post-16 opportunities. Hull City Council provide follow-up information, which serves to monitor drop-out rates from destinations. These factors are taken into consideration when reviewing CEIAG services annually.

We ensure that our one-to-one guidance provision meets quality criteria in the same way that other provision does. Termly reviews ensure that both parties are meeting their commitments. Feedback is also sought using work experience diaries and the process of annual review and target setting.

Systematic planned evaluation takes place on a rolling basis. This involves all parties and builds on the assessment of learning as detailed above. There is a programme of review for all policies relating to the schools CEIAG services. The reviews involve all key stakeholders, such as school staff — including the SENCO, Careers Lead, SLT Link for careers, Trust Director for Careers and Employability, and the extended Careers team.

# The Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

- 1** A stable careers programme  
Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
- 2** Learning from career and labour market information  
Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- 3** Addressing the needs of each pupil  
Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
- 4** Linking curriculum learning to careers  
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.
- 5** Encounters with employers and employees  
Every student 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 speakers, mentoring and enterprise schemes.
- 6** Experiences of workplaces  
Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
- 7** Encounters with further and higher education  
All students 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.
- 8** Personal guidance  
Every student should have opportunities for guidance interviews with a Careers 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.

Further information about the Gatsby Benchmarks can be found on the [goodcareerguidance.org.uk](https://www.goodcareerguidance.org.uk) website.

Adapted from *Understanding the role of the Careers Leader - A guide for secondary schools*, The Careers & Enterprise Company, <https://www.careersandenterprise.co.uk/schools-colleges/careers-leaders>

# Employability Skills

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*Whether you are planning to go to college, start an apprenticeship or go straight into work after school, the CEIAG lessons and activities you take part in at school will equip you with the advanced, high level transferable skills that you need for employment or further study.*

By the end of your two years in Key Stage 4, you'll have a glowing CV with a broad range of work relevant activity that evidences your advanced level employability skills thanks to the links with our many business partners from across a range of different sectors.

## *The Seven CBI Employability Skills for the successful worker:*

### **Self Management**

Managing your time effectively, good attendance and punctuality and a professional and positive attitude are all covered in self-management.

*With a wide range of employment related activities to manage alongside your full programme of GCSE studies, you'll have plenty of opportunities to demonstrate your ability in this area.*



### **Team Work**

In the world of work, being a team player and collaborating with others is essential for business success.

*We'll continue to develop these with you so you can devise a team plan and recognise the strengths of individuals and respect their contribution in achieving team goals.*

### **Business & Customer Awareness**

This is about the 'big picture' and understanding the requirements of a successful business.

*Assessing professionals from a range of industries will help you in understanding the principles and practices required by business in different sectors. It will also help you explore career options and help you decide what you want to do in the future.*

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### **Problem Solving**

We all have to problem solve but you'll learn what this means in a business setting.

*Learn to apply these skills in the work place and evidence your reasoning and initiative skills and demonstrate you have a logical and systematic approach to developing solutions.*

### **Communication & Literacy**

An essential that all businesses look for!

*We'll make sure that your speaking, listening, reading and writing skills are top notch and that you can adapt them to suit the needs of your audience.*

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### **Application of Numeracy**

You'll need budgeting and financial skills once you enter work.

*This employability skill will help you evidence this through the practical application of numeracy skills to solve work-based problems.*

### **Application of ICT**

All jobs now require a competent grasp of ICT and a willingness to continually develop your skills in line with technological changes.

*Here you'll show that you understand the importance of safeguarding, security and IT management as well as awareness of the effective use of social media in the workplace.*

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# The Quality in Careers Standard

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We are delighted to hold the Quality in Careers Standard, since 2019. The Government (through the Department for Education) has issued STATUTORY GUIDANCE which strongly recommends all Schools to achieve the Quality in Careers Standard as the national CEIAG quality award. The Quality in Careers Standard requires schools and colleges to demonstrate that their careers programme:

- has strong leadership from the Head Teacher/Principal, the senior leadership team and the governing body
- with effective training for staff involved in planning and delivering the careers programme

The school or college must have an effective programme of careers education, enterprise and employability including work-related learning opportunities for students. Employers as well as further and higher education providers must be involved in the programme to open up and increase students' understanding of a wide range of options, routes and providers of apprenticeships, colleges and universities. All students must be included in the careers programme.

The Quality in Careers Standard requires schools to demonstrate that their careers programme will:

- educate, prepare and inspire young people as they make decisions about their future learning and work choices
- improve their motivation and aspiration
- develop their career learning skills, knowledge and attributes
- increase their understanding of work-based issues such as prejudice, stereo-typing, discrimination and equal-opportunities.

By achieving the externally assessed **Quality in Careers Standard** parents can be confident that the careers support provided by the school or college will help every student to gain the knowledge, skills and confidence to take control of their futures.





## *Malet Lambert's main strengths highlighted in the most recent Quality in Careers Standard assessment:*

*Students are very well supported to develop the knowledge, skills and aspiration to progress to their next stage of learning, and beyond.*

*This is an excellent achievement and recognises the quality and breadth of your careers provision.*

*Malet Lambert school provides very good support for students on an individual basis.*

*Malet Lambert school continues to have a high-quality programme of careers education with strong support from senior leaders.*

*“Malet Lambert School provides excellent CEIAG overall”*

*- Kathryn Lea-Williams, External Assessor for Quality Standards*

# CEIAG Activities

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Throughout the year every year group takes part in many careers and business related activities. These range from workshops run by external specialist agencies to educational visits to colleges and industry workplaces.

In recent years, pupils have taken part in the following activities:

## *Year 7*

Innovative Enterprise 'stock market' activity

'SMASH' personal development project

The Brilliant Club (Higher Education Project)

The Waterline Project (alternative energy supplies)

WiME STEM Fair

IntoUniversity HE awareness workshops (2 x per year)



## *Year 8*

For Entrepreneurs Only Workshop

The Brilliant Club (Higher Education Project)

WiME STEM Fair

NCW Careers Fair

BAE STEM Roadshow

IntoUniversity HE awareness workshops (2 x per year)



## Year 9

Options' process launch (with colleges & training providers)

Parents evenings (with colleges & training providers)

HETA – engineering talk

The Apprentice - talk and workshop

Women into Engineering visit – Guildhall

WiME Raising Participation project

Young Enterprise Company Programme

NCW Careers Fair

Connexions meetings (annual reviews)

START introduction

Higher Education visits to universities

PUSH Higher Education Talks

IntoUniversity HE awareness workshops (2 x per year)



## *Year 10*

BBC Bitesize Careers Roadshow

Parents evenings (with colleges & training providers)

Mock interview project with Cranswick

Tech Week visit to Wilberforce College

Foundations Live at Bishop Burton

NCW Careers Fair

Work experience

Balfour Beatty STEM Work Experience

The Inspirational Learning Group Enterprise and HE Workshops

Humber Outreach Project - Body Language and Communication

College taster day – Wilberforce College

College taster day – Hull College

Connexions meetings (self-refer/teacher refer)

Log On Move On introduction

IntoUniversity HE awareness workshops (2 x per year)

Oxbridge presentation from University of Cambridge

Young Enterprise Company Programme

## Year 11

Further Education Options Presentation

Personal Statement workshop

Log On Move On session

Post-16 open evenings

KS4 Info Evening (Careers Fair)

College presentation assemblies

Interview Day in school – Wilberforce College

Interview Day in school – Wyke College

Connexions meetings (self refer/teacher refer)

Careers Lunchtime Club

Log On Move On Application support sessions

Year 11 Google Classroom





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