

# MORE HOUSE SCHOOL

## POLICY

### Careers Education and Guidance

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#### **Rationale:**

Careers education and guidance helps pupils and their parents make satisfactory and appropriate choices. The career guidance offered at More House School and detailed below is in line with the requirements of Section 42A of the Education Act 1997.

#### **Purpose:**

The differing nature of pupils' needs means that there is no single route suitable to all and the School seeks to offer advice, information, guidance and education appropriate to the age and the need of each pupil through a range of activities in order:

- to help pupils to recognise their strengths and weaknesses;
- to support students in developing personal, social and employability skills;
- to inspire students to fulfil their potential;
- to investigate courses, careers and work opportunities;
- to provide impartial advice which assists students in making informed and sensible choices;
- to ensure that pupils encounter meaningful work experience.

#### **Broad Guidelines:**

Every year group has a compulsory programme of indoor physical activity and outdoor sport. More House School is committed to ensuring that all pupils receive a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. As such we use the following Gatsby Benchmarks as laid down by the Department for Education:

1. to embed a programme of career education and guidance which is known and understood by students, parents, teachers, governors and employers;
2. to ensure that every pupil has access to good quality information about further study options and labour market opportunities;
3. to provide different career guidance needs at different stages of a pupil's development;
4. to ensure that all teachers link curriculum learning with careers;
5. to ensure that every pupil has multiple opportunities to learn from employers about work, employment and the skills valued in the workplace;
6. to ensure that every pupil has first-hand experiences of work place through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their network;
7. to ensure that all pupils understand the full range of learning opportunities that are available to them, both academic and vocational;

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8. to ensure that every pupil has opportunities for guidance interviews with a career adviser.

#### **Work Experience:**

It is vital that pupils of More House School have a good understanding of the working environment and the opportunities available to them when they have completed their full time education. This is in line with government advice which states that schools should 'offer all pupils the information, advice and guidance they need.' (Robert Halfon, Minister for Skills 2017.) Providing an opportunity for work experience is important as it helps pupils test their skills, attitudes and abilities against the pressures of a real working environment. It gives them a chance to find out what it is like to work as part of a team and what social relations at work are like.

The catchment area from which More House School draws its pupils is wide and pupils often have to travel many miles each day. It is therefore the policy of the school that parents and guardians support their children to arrange suitable and relevant work experience that can be realistically achieved in terms of time, geography and travel, relating to interests and support needs, in accordance with guidance and support provided by the School. Heads of Year liaise with parents in Year Eleven to arrange experience for after public examinations are completed, and also during a pupil's time in the Sixth Form, organised around their individual timetables. The shorter academic term-time complementing a longer, boarding-school day, is identified as offering extended opportunities for pupils to experience the work place outside of the school's academic terms.

The School is committed to supporting this process through tutors' helping boys plan opportunities, School staff writing supporting letters to employers and references regarding pupils, and the School's staff supporting employers in planning such opportunities where requested, including promoting Safeguarding.

This approach enables pupils to work close to home and allows parents to be an important part of the process. The model also resolves the significant transport and other logistical difficulties posed by the School's attempting to arrange placements on pupils' behalf, and means that placements are far more tailored to individual pupils' interests and circumstances rather than being more-generic opportunities offered by a pool of pre-planned placements.

#### **Conclusion:**

The provision of a comprehensive and planned approach to supporting all pupils to build their awareness of career opportunities, to raise their aspirations and to plan effective pathways through further and higher education, and into careers, is a commitment of More House School, and central to its focus on promoting the best possible outcomes for all pupils.