

Felixstowe International College

Careers Guidance Policy



Introduction

Felixstowe International School's careers education programme aims to provide our students with support and assistance in planning and managing their careers effectively, ensuring progression which is appropriate, ambitious and aspirational. It promotes equality of opportunity, celebrates cultural diversity and challenges stereotypes, as well as helping students to develop key characteristics, such as social skills, communication, resilience and leadership to support high achieving students. It is in the process of being designed to meet fully the Gatsby benchmarks by December 2020, and thereby conform to statutory requirements.

Context

Felixstowe International College (FIC) is a small international college, attracting students mainly from South Korea and China, for whom English is their second language. Most students arrive during KS3, and then stay with us until the end of Year 13. The majority of our students progress to further education, with many taking up places at university either in the UK or in their own country, to study, in the main, STEM related subjects. A central aim of our careers policy is to prepare students for the transition to life beyond secondary school (higher education and the world of work); this can be particularly daunting for students studying in a foreign country, which often demonstrates a very different cultural outlook from their own.

FIC is committed to providing all students in Years 8-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme is being developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

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Aim

We aim to support students to make realistic and informed decisions about their future, by managing and, where appropriate, raising aspirations and providing impartial and independent information and guidance.

Objectives

To ensure that students:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education
- are equipped with the necessary decision-making skills to manage those transitions
- develop an awareness of the wide variety of education and careers opportunities available
- use effectively any resources available to enable informed and appropriate choices
- benefit from links fostered between the school, local businesses, invited professionals, and further education establishments
- experience the world of work and develop transferable skills
- wherever possible, leave the school to enter further education or training
- receive extra assistance and guidance to reach their potential, where this is necessary

Provision

Careers provision is in the process of being mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided from Year 8 through to Year 13, which includes regular access to online career information through sites such as the National Careers Service and Career Pilot. In addition, all students have access to:

- extra-curricular clubs and trips to support students in developing their understanding of a range of different subjects and career paths
- regular talks by professionals and businesses known to the college
- an independent Careers Advisor, in line with Gatsby stipulations
- a bi-annual career newsletter
- assisting local charities in their community work, such as The Salvation Army and Level 2

Key Stage 3

Delivery of the careers programme at KS3 includes guided online research with an aim to raise pupil aspirations, exploring stereotypes in the workplace, and developing personal, social and employability skills. The pastoral curriculum covers economic well-being, active citizenship, research into the 9 Protected Characteristics and British culture generally. There is a developing careers scheme of work which includes such topics as developing a 'can do' attitude, the use and dangers of social media, how to develop, enhance and promote transferable skills and how to interpret job advertisements. Students in Year 8 also follow a 'Community Work' scheme of work to enrich their understanding of the local community, which includes participating in supervised work experience at a local Salvation Army cafe and understanding the work of a local homeless shelter.

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Key Stage 4

At Key Stage 4, pupils continue research into careers and pathways into the sixth form and higher education. They develop skills in CV writing, letter-writing, presentations and interviews. The developing scheme of work includes workshops on how to create an effective CV, to make an individual action plan, as well as broader topics such as working in a global economy. Students are also encouraged to attain some work experience or work shadowing opportunities. Individual and group interviews are held with an independent careers practitioner in Year 10 to inform an individual Careers Plan that each student, their academic tutor and the Principal use. The pastoral curriculum covers economic well-being, active citizenship, research into the 9 Protected Characteristics and British culture generally.

Key Stage 5

During Year 12 and at the beginning of Year 13, careers lessons are devoted to the topic of UCAS applications and interview skills. In Year 13 there is preparation for and support with aptitude and pre-admissions test. All Year 12 students attend the UCAS higher education exhibition at the University of Suffolk. Students are encouraged to visit university open days, masterclasses, taster courses and summer schools at a variety of universities and businesses to develop their application profile. This is followed up with further sessions on how to write a personal statement, as well as research into the careers related to STEM subjects in particular. In addition, Year 12 students are encouraged to participate in further work experience or work shadowing, and, if possible, to undertake regular charity work. Strong links have been established with a local charity which provides youth services and students regularly undertake work experience here. The college also invites external speakers to assemblies, as well as arranging students' careers interviews with an independent careers practitioner to further inform their individual Career Plans. Most students now complete the Extended Project Qualification (EPQ) which further helps to develop invaluable research and independent learning skills which are central to higher education. The pastoral curriculum for Years 12-13 includes lessons on life at university.

Roles and responsibilities

All staff contribute to the implementation of this policy through their role as subject specialist. Staff are also currently updating schemes of work to show explicit links between their subject and possible careers in order to embed careers into their subject area.

Careers team

Rebecca Mainprice : Principal

Rosalyn Green: Careers Co-ordinator/tutor

Vicky Richardson: Independent Careers Advisor

Monitoring and evaluation

Built into the careers programme are opportunities for students to self-evaluate and reflect on their learning at key points, such as following work experience, compiling individual action plans and developing their online Career Plan, which will record their activities and skills development.

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Partnerships

FIC is in the process of forming links which will help to ensure that students' learning is current and relevant. Students have attended events at local businesses, most notably at the headquarters of BT, but further links are being nurtured with local employers, parents, and friends of the college. A number of events offer providers an opportunity to come into school to speak to students. It is hoped that this involvement will enhance the provision of work experience placements, careers talks, work placement visits and mock interviews.

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Careers Entitlement

Pupils attending the college in their careers programme are entitled to:

- Receive a stable careers programme from Year 8 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal.
- Be equipped with the necessary skills to prosper in HE.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have opportunities for meaningful encounters with an employer.

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including on-line platforms.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as careers fairs.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via a biannual newsletter.
- The opportunity to contact the careers coordinator.