

## An overview

Every year our young people leave Hill Holt Wood to continue their lives through work and/or further study. Every one of these young people has the capacity to contribute to the city, county, the country and the world. Some of our learners will go straight to work and others will follow vocational courses in a workplace, college or university. They will draw on the education and experiences that they gained at Hill Holt Wood throughout the rest of their lives.

This statement will look at how we prepare our young people for the challenging and complex lives that they will lead. We will focus on the elements of education that help to prepare young people for their next step and provide them with the skills, attitudes and interests that will allow them to progress throughout life.

## Guidance for Careers Advice

The guidance makes the following points:

- We should help every pupil to develop high aspirations and consider a broad and ambitious range of careers. Key to this is ensuring that students understand the importance of achieving a grade 4 or above in English and Maths GCSE or the equivalent in Functional Skills.
- We have a duty to secure independent career guidance.
- Guidance should be impartial, include information on a range of destinations and be in the best interests of the young person.
- Building strong links with employers and other stakeholders from the world of work and post-secondary learning should be key.
- Students should be provided with access to a range of activities and career informants (e.g. employers, mentors).
- Providing access to a website is not sufficient in itself to meet the statutory duty.
- Where relevant we work with local authorities to support the participation of young people in education through both information sharing and the provision of targeted support.
- We can measure our effectiveness in this area both through Ofsted inspections and through the destinations of our students.

## The local context

By working collaboratively with work based learning providers; further education colleges; employers; providers of personal development and enrichment opportunities; community and voluntary sector; local and national government we aim to develop the same expectations for every young person to make good progress in their learning, to achieve well and to have the best opportunities as they become young adults.

Our ambition is for all Hill Holt Wood students to gain industry qualifications and employability skills; to be able to participate and achieve success in education and work based training. We aim to achieve lower NEET outcomes, put in place better systems for local employers and learning providers to work in partnership so that we secure the higher levels of skilled young people we need in the key growth sectors relevant to the local economy, and have every young person participating in high quality learning or training that is relevant to their needs, until the age of 19 (24 with EHCP), with a good outcome. This desire to link learning and the world of work together is central to our approach.

At Hill Holt Wood we appreciate that careers work is crucial for a successful learning and work system because it supports the growth of informed individuals within the system. Thus this approach helps realise the aims of the region's Learning, Employment and Skills strategy through the provision and co-ordination of CEIAG networks, tracking of young people's choices and destinations, support for young people, choices and local labour market information.

## Senior leader buy in

Following on from the importance of placing careers at the centre of what we do at Hill Holt Wood, we appreciate the importance to have both the board of trustees and senior management buy-in and is clear that this involvement goes up to the CEO, as it is here that decisions about resources and ethos are made. This is then filtered down to Senior Rangers and other teaching staff.

## The CEIAG Curriculum

Despite the fact that the statutory duty for career education was removed in the Education Act 2011, the delivery of a careers curriculum remains central to Hill Holt Wood. We plan to deliver a career education programme for all Study Programme learners. We organise this through a mixture of inputs such as careers fairs, guest speakers in assemblies, onsite visits and work in the community.

## Advice and guidance

Although we have always provided our students with access to advice and guidance, since September 2017, we are now working with an independent and impartial provider of IAG in order to better meet students' needs. We want to ensure that all students receive at least one intervention delivered through a mix of in-house provision and also the use of an external provider.

The external provider will work with the students at different times throughout the year to run a mix of group work, assemblies etc.

The careers advisor is a member of the CDI and regularly attends relevant training sessions. As a centre, we are currently working with the Complete Careers team to gain the Quality in Careers Standard.

## Activities and resources

Hill Holt Wood offer careers advice and guidance in a variety of ways:-

- Information provision (access to ICT, the internet, the careers corner, notice boards)
- Career assessment and tests (National Careers Services, Myfutures, Not Going to Uni)
- Career counselling
- Career advice delivered by a non-careers professional
- Curricular interventions (External Speakers, Visits, Enrichment Activities)
- Other extra-curricular activities (Visits, Enrichment)
- Learner and parent reflection (Feedback, Evaluation, Reviews)

## Tracking and data management

The increasing importance of post-HHW destinations has seen us focus on managing student planning and monitoring destinations. Typically we are identifying and monitoring students' plans about their next destination. These plans are tracked on a master spreadsheet held by the careers coordinator.

## Addressing the range of post-HHW destinations

As post-HHW destinations are becoming more complex, there are increasing numbers of possible options for young people. This means that the provision of information and advice about post-HHW options is vitally important. Most young people focused their thinking

around local colleges, employment, traineeships and apprenticeship providers. In the next academic year we intend to continue with this strategy but also to broaden it to include entrepreneurship, self-employment and voluntary work

## Careers Timeline

The learners' career journey will be as follows:-

- During the induction process the student is asked about their career preference, they will then choose a pathway that is suited to this.
- When the student has been here for 2 weeks, they have a review with a member of staff about how they're getting on and if the chosen pathway is still the right one for them. At this point they can change pathway if they wanted to.
- When the student has been here for 8 weeks (not including holidays) they have their first official review. During this time we will briefly talk about their chosen career path and if there is anything we can put in place to help them with this i.e. arrange a careers assembly with someone from that area of work. This review is then sent out to parents/carers for them to give their input.
- Students start the careers qualification through AIM awards.
- The student will have another review 8 weeks from their first one. During this review we will go in to more detail about careers and a Careers Action Plan is put in place. Again, this is sent out to parents and they are able to send us feedback.
- March – We have the careers fair held at Hill Holt Wood. A range of local employers, colleges etc are invited along. The students are able to ask question and gather any information they may be relevant.
- March – Start the application process for college, apprenticeships etc.
- The student will have another review 8 weeks after their previous one. We will review their Careers Action Plan, at this point we can chase up any applications and check that targets are being met.

During the course the students will have career/enrichment lessons each week and will work towards a careers qualification through AIM. We will have regular career assemblies, site visits etc. throughout the year; these can be found on the careers calendar.