



United Learning
The best in everyone™

Dunottar School

Careers Policy

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1. Policy Statement and Aims

A career is a journey through life, learning and work. The aim of the careers related learning at Dunottar School, in line with the schools aims and ethos, is to empower the students to identify and reach aspirational career goals, prepare themselves for their future and fulfil their potential. Underpinning these ambitious aims is a programme designed to encourage students to:

- Actively engage with careers related learning from Year 7 through to Year 13.
- Understand their own needs, including strengths, weaknesses and interests and relate this knowledge to their investigation of opportunities in learning and work.
- Develop the right skills, knowledge and attitudes to make informed choices to realise their potential.
- Manage the transitions that lie ahead,
- Follow aspirational paths,
- Meet the challenges of life head on becoming mindful and successful young people and adults.

2. Careers programme

The careers education at Dunottar is a structured, flexible, responsive and progressive programme delivered through tutorial sessions, assemblies, curriculum lessons, external speakers, and events. The school governors help deliver this learning through active support and engagement with careers related activities.

Dunottar uses the online platforms of Morrisby to give students an in-depth insight into their strengths and interests together with Unifrog, another online learning platform, which allows the students access to a vast amount of information to support choices post 16 and post 18. These systems complement each other and give the student access to an enormous amount of individualised information from which to make well researched, informed and aspirational decisions about a wide range of career options post 18 and beyond.

The students are provided with accurate up-to-date, impartial, and objective information on opportunities, progression routes, and further advice on how to access help and guidance. Students are supported in learning how to understand and interpret this information and apply it to themselves through individual one to one interviews at transition points with senior staff and the opportunity for career guidance discussions and support with a qualified careers guide. Students are actively encouraged to explore widely the range of opportunities available to them at key transition times.

3. Commitment

The application of the Careers Policy is non-discriminatory, in line with the UK Equality Act (2010), wholly impartial, and focused on the individual needs of the student. Further details are available in the school's equal opportunity policy document. All staff contribute to the career related learning through their roles as form tutors, and subject teachers with external specialists invited to deliver specialist sessions to ensure effective preparation for future life in British society.

Dunottar puts into practise the recommendations in the Career Development Institute's Career Development framework 2021, and the Gatsby Good Career Guidance Benchmarks 2025 in mapping out its career provision. This is in addition to fulfilling the duty to secure Independent and Impartial Careers Guidance for young people in Schools (DfE, 2017).

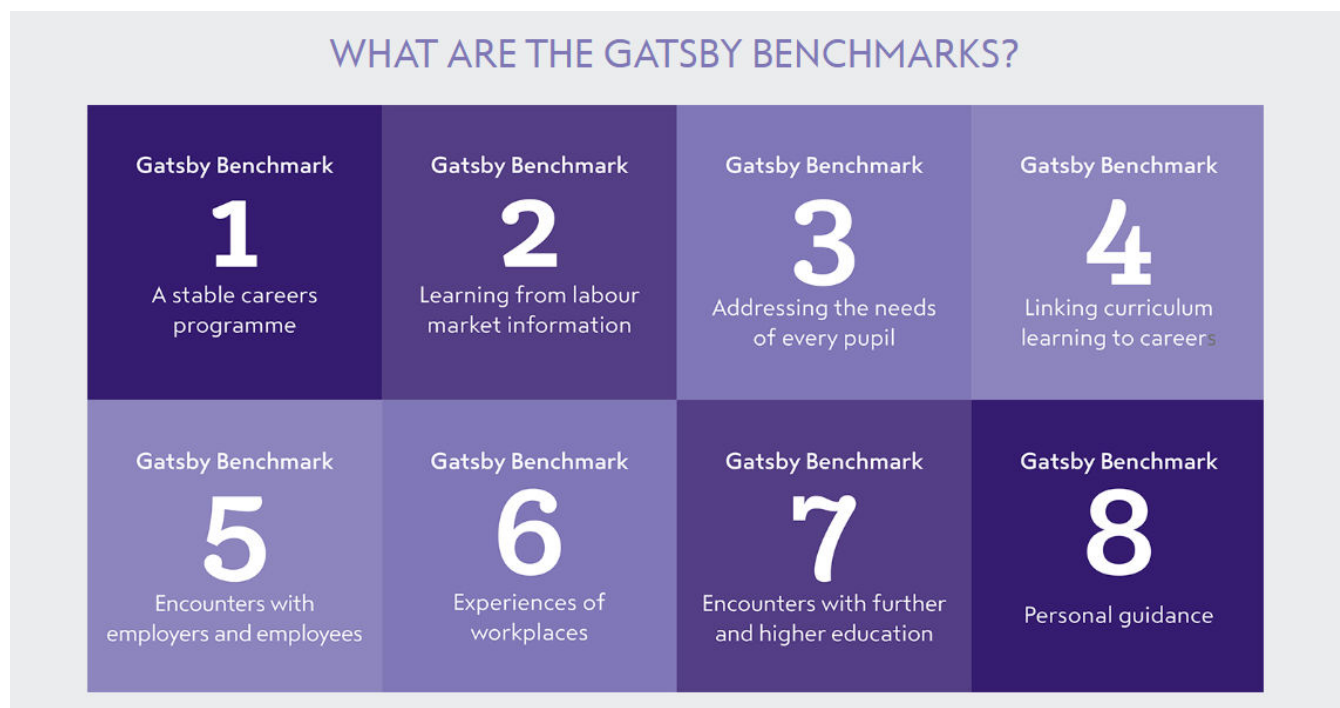
This policy applies to all members of our school community and Dunottar School seeks to implement this policy through adherence to the procedures set out in the rest of this document. The policy also forms part of our School commitment to the United Learning Framework for excellence. This includes 'The best from everyone', 'Powerful Knowledge', 'Education with Character', 'Leadership in every role' and 'Continuous Improvement'.

The Career Institute Framework 2021

The six learning areas



Gatsby Benchmarks



4. Key stage careers related learning aims

Career related learning starts in year 7 and is integrated throughout the years to enable students to make informed and appropriate choices Post 14, Post -16 and Post 18 about a broad range of career options. Specifically, the programme is delivered in a progressive manner and impartial manner to allow relevant learning to be acquired, consolidated and further developed as the student progresses through the school to encourage them to fulfil their potential.

5. Career learning provision in key stages

Key stage 3

Years 7-8

Students are introduced to the Unifrog programme to explore their interests, strengths and skills and develop their ideas of careers.

Year 9

Students are encouraged to develop responsibility for their career ideas and use both Unifrog and Morrisby aspirations to explore careers ideas with a view to making GCSE choices. Engagement with Unifrog encourages the student to record and evaluate the development of skills.

Key stage 4

Year 10-11

Students complete an in-depth psychometric Morrisby aptitudes assessment and are invited to attend a one-to-one interview to develop their self-awareness and decision-making skills in preparation for their post 16 options. Pupils are encouraged and guided in the use of both Morrisby and Unifrog to identify suitable A-level options, through exploration of the platforms using search tools, and career and subject libraries. Students are encouraged to use the Unifrog platform to help them organise their own work experience and particularly relevant work experience if they are interested in competitive study subject or careers. Students are given guidance via the Unifrog app and through taught careers lesson on to how to do this, either virtually or in person. Students are encouraged to continue to organise work experience during years 12 and 13. Any work experience placements are arranged in accordance with United Learning's Health and Safety procedures, as described on page 114 of the Group Health and Safety Policy.

Key Stage 5

Year 12-13

Students are encouraged to research widely in order to carefully select their post 18 options. Students are thoroughly supported and prepared for university applications but also increasingly encouraged to explore competitive apprenticeships. Students are encouraged to attend university taster days, open days, and undertake wide research and reading. Students are also invited to prepare and participate in mock interview with external interviewers including governors.

6. Leadership

Grant Taylor (Assistant Head Teacher – Learning and Innovation) has responsibility for Careers leadership at the school. Dunottar is aware of the great importance of effective careers related learning and the impact this has on the outcomes for young people and is therefore committed to continually monitoring and evaluating its careers provision to ensure it is the best it can be. The sharing of destination data with the United learning group is managed by Nicola Wintle and Anthony Kerr.

The careers policy is reviewed annually by the head of careers in discussion with SLT and PSHE co-ordinator Nicola Wintle.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following documents:

- Aims and Ethos Policy
- Curriculum policy
- PSHE policy

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