



Careers Education & Guidance Policy

Policy reviewed: March 2022

Next review: March 2024

Link Manager: Mr J Williams, Assistant Headteacher

Governor Committee: Standards & Achievements

Principle:

We recognise the importance of high quality careers education and guidance in motivating and inspiring young people and helping them to make informed choices about their future pathways and careers. We understand that careers education and guidance is an integral strand of a young person's education and is crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions. Careers education and guidance is the responsibility of all stakeholders and should involve staff, students, parents and employers.

Purpose:

- To ensure the school has an effective careers education programme
- To ensure that every student receives a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience
- To ensure that students' progress to positive and appropriate destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment.
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation
- To ensure students get the support they need to make well informed, appropriate decisions about their future through careers education, information, advice and guidance
- To encourage participation in continued learning
- To develop enterprise and employability skills
- To help young people develop the knowledge and skills needed to make successful choices
- To ensure education and training providers have an opportunity to access all pupils in all years

The school will:

- Publish a Provider Access policy on the school website.
- Publish details of our careers programme for young people, parents and all stakeholders on the Careers page of the school website
- Continue to develop and maintain the school website as a source of information and guidance for all stakeholders
- Work with our allocated Enterprise Adviser to improve the school's careers curriculum and provision.
- Implement and annually review a strategic plan for delivery of careers education
- Seek regular feedback from stakeholders (staff, parents, employers, students)
- Develop, maintain and utilise a network of organisations, employers, parents, stakeholders and volunteers willing to support the school careers programme
- Strive to achieve 100% against the Gatsby Benchmarks, and in particular:
 - Develop links with employers and work towards the target of one encounter with employers (including STEM employers) per year for every young person
 - Provide at least one work place visit to every student by the time they leave Year 11
- Track students' employer encounters and workplace visits across all years
- have a named person in the role of Careers Leader to lead the careers programme

- Identify a member of the governing body to take a strategic interest in careers education and guidance and encourage employer engagement
- Provide appropriate Careers and Guidance Training for all staff
- Update staff on the careers programme and relevant careers related developments and events through SIBs and other staff meetings
- Provide a careers education programme throughout the key stages as follows:
 - Discrete Careers education as part of the PSHE/Citizenship curriculum delivered through Super Learning Days (SLD)
 - Offer all young people access to impartial and independent careers guidance by a qualified guidance professional, at a time and place that suits their needs.
 - Promotion of careers through individual departments
 - Work related learning embedded in the school curriculum (as part of the whole school curriculum review 2020 onwards)
 - Pastoral Support as part of tutorial time
 - Careers activities in form time
 - Individual tutoring and mentoring
 - Identify and intervene with those students at risk of being NEET after leaving school
 - Track and support students in danger of being NEET after leaving school
 - Access to a range of activities that inspire young people, including:
 - Employer encounters:
 - Workplace visits
 - Work related learning in the curriculum
 - Careers Fairs
 - Motivational/Inspiration Speakers
 - Talks from and visits to Colleges and Universities
 - Coaches and Mentors
 - College and Sixth form Assemblies
 - Alumni talks
 - Competitions (such as The Tenner Enterprise Challenge)
- Encourage students - and provide them opportunities - to access sources of relevant and up to date information about the opportunities available to them
- Support students through the use of Alternative Provision where appropriate.
- Share labour market information with parents, students and staff through the school website, parents evenings, assemblies and mail
- Work with parents/carers to offer them information, advice and guidance to help them, help their child.
- Involve young people in the design, delivery and evaluation of CEIAG programmes
- Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

(IIAG Code of Practice 2012)

(Careers Guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff: October 2018)

Evaluation

- Attainment and Destination Information (Connexions Activity and Progression Reports, IDSR)
- Transition information KS4 – KS5
- Lesson observation and feedback
- SLD quality assurance drop-ins
- Feedback from students, parents, employers and other stakeholders
- Compass Tool using the Gatsby Benchmarks
- Record of students' employer encounters and workplace visits

Linked policies: PSHE and Citizenship, Individual Learning Needs, Curriculum, Equal Opportunities, Teaching and Learning, Inclusion

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Responsible: AHT – Careers and Transition, DHT - Curriculum